DOCUMENT RESUME

ED 482 434 CE 085 594

AUTHOR	Mumme, Debbie; Koukel, Sonja
TITLE	Food Production, Management, and Services: Curriculum Guide.
INSTITUTION	Texas Tech Univ., Lubbock. Curriculum Center for Family and Consumer Sciences.
PUB DATE	2002-07-00
NOTE	464p.; For related Student Activity Book and Reference Book, see ED 448 309.
AVAILABLE FROM	Texas Tech University, The Curriculum Center for Family and Consumer Sciences, Box 41161 (Th and Akron, Human Sciences 02), Lubbock, Texas 79409-1161 (No. 1362, $34). Tel: 806-742-3029; Fax: 806-742-3034; Web site: http://www.hs.ttu.edu/ccfcs/.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Business Education; *Career Development; Cooks; *Dining Facilities; Family Work Relationship; Food Handling Facilities; *Food Service; Foods Instruction; *Hospitality Occupations; Instructional Materials; Job Skills; Marketing Education; Nutrition; Occupational Home Economics; Postsecondary Education; Secondary Education; Service Workers; *State Curriculum Guides; Teaching Guides; Waiters and Waitresses
IDENTIFIERS	Customer Services; *Texas; Texas Essential Knowledge and Skills

ABSTRACT

This curriculum guide provides occupationally specific training designed to develop knowledge and skills for employment in the area of food production, management, and services. Contents include the Texas Essential Knowledge and Skills (TEAKS); sample course outlines; instructional strategies organized topically by chapters, each containing a chapter focus, chapter vocabulary, and suggested resources; instructional strategies; suggested Family, Career, and Community Leaders of America activities; blended activities; creative ideas; lists of 34 resource organizations, 35 print resources, and 68 web sites; 127 teaching aids; and 31 program tools. Instruction is on operation and management of food service establishments, marketing strategies, quantity food production skills, food presentation and service techniques, and technology applications in the food service industry. Legal considerations, customer service, career options, and managing multiple family, community, and career roles are covered. (LB)

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FOOD
PRODUCTION, MANAGEMENT, AND SERVICES
CURRICULUM GUIDE

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FAMILY AND CONSUMER SCIENCES EDUCATION • TEXAS EDUCATION AGENCY • AUSTIN, TEXAS

Food Production, Management, and Services

Curriculum Guide

Developed and disseminated by:
The Curriculum Center for Family and Consumer Sciences
Texas Tech University
Box 41161
Lubbock, Texas 79409-1161

In cooperation with:
Texas Education Agency
Division of Career and Technology Education
Family and Consumer Sciences Education
Austin, Texas

July, 2002

Acknowledgments

The *Food Production, Management, and Services Curriculum Guide* was prepared by the staff of The Curriculum Center for Family and Consumer Sciences. Development was funded by The Curriculum Center for Family and Consumer Sciences at Texas Tech University.

The Staff of The Curriculum Center for Family and Consumer Sciences:

Marilyn Wragg
Director

Martha Kirk
Associate Director

Debbie Mumme, PhD
Curriculum Project Coordinator

Sonja D. Koukel
Research Associate

Bridget Thomas
Information Specialist/Editor

Becky Martinez
Editorial Assistant

Tracy Givens
Editorial Assistant

****

Debbie Mumme and Sonja Koukel served as primary writers for this project.

****

The Staff of the Texas Education Agency Family and Consumer Sciences Education Unit:

Gay Nell McGinnis
Program Director

Cindy Gruner
Program Specialist

Sharon Pierce
Program Specialist

Contributing Family and Consumer Sciences Teachers:

Danice Boyette
Judson Senior High School
Judson ISD

Sharon Erwin
Center for Career and Technology
El Paso ISD

Linda K. Freeman
Newman Smith High School
Carrollton-Farmers Branch ISD

Gail Greer
Tascosa High School
Amarillo ISD

Pam Martin
Huntsville High School
Huntsville ISD

Leona May, CEC
John Tyler High School
Tyler ISD

Holly Soben
Sandra Day O'Connor High School
Northside ISD, San Antonio

Reviewers:

Jennifer Cochran
Career Center
Ector County ISD, Odessa

Sharon Erwin
Center for Career and Technology
El Paso ISD

Linda K. Freeman
Newman Smith High School
Carrollton-Farmers Branch ISD

Leona May, CEC
John Tyler High School
Tyler ISD

Debera Tredennick
Staff Development and Training Coordinator
University Dining Services
Texas Tech University

Karla Duckworth
Maricopa High School
Maricopa Unified School District, Arizona

Janet Fincher
Caprock High School
Amarillo ISD

Pam Martin
Huntsville High School
Huntsville ISD

Holly Soben
Sandra Day O'Connor High School
Northside ISD, San Antonio

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Food Production, Management, and Services Curriculum Guide

Course Description

Food Production, Management, and Services*	
PL/Food Production, Management, and Services I (FDPMS-I)	12205221
PL/Food Production, Management, and Services II (FDPMS-II)	12205222
WBL/Food Production, Management, and Services**	12290529

Grade Placement: 11-12 Credit: 2-3

Recommended Prerequisites: Nutrition and Food Science, as well as Food Science and Technology

This course provides occupationally specific training designed to develop knowledge and skills for employment in the area of food production, management, and services. Instruction includes operation and management of food service establishments, marketing strategies, quantity food production skills, food presentation and service techniques, and technology applications in the foodservice industry. Legal considerations, customer service, career options, and managing multiple family, community, and career roles are contained in the content.

**Instruction may be delivered through school-based pre-employment laboratory training or through Family and Consumer Sciences Career Preparation which includes delivery arrangements with a coordinated work-based learning component, such as cooperative education, internships, mentorships, apprenticeships, and job shadowing.*
***Work-based (WBL) training area occupational objective and PEIMS code used with training plan agreements in Family and Consumer Sciences Career Preparation.*

Overview of Course Design

The process of developing the essential knowledge and skills focused on bringing all Family and Consumer Sciences content up-to-date in reflecting cultural, societal, demographic, economic, and technological changes. Further, in order to accommodate the content additions and redirections necessary to achieve relevance, constraints on instructional time forced dropping content that, while "nice to know," is not "absolutely essential" in today's society. Following are examples of these and other course emphases not evident in the above description of this course.

Food Production, Management, and Services:
  focuses on the structure of the food production and service industry
  focuses on accommodations for employees and customers with special needs
  focuses on the relationship of multicultural awareness, target markets, and customer service
  focuses on safe and efficient workplace procedures

focuses on environmental influences and environmental protection in the food production and service industry
focuses on menu planning and cost control in food production and service
focuses on food preparation to meet special dietary requirements
focuses on performing food preparation and service tasks according to industry standards
focuses on verbal, nonverbal, written, and electronic communication skills
focuses on quality service, customer satisfaction, and complaint resolution
focuses on employer and employee rights and responsibilities
focuses on career opportunities and preparation requirements in the food production and service industry
focuses on positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership

Facilities, Equipment, and Resources

The instructional delivery method and strategies selected for this occupationally specific family and consumer sciences course will determine equipment and facilities needs. Instruction may be delivered through school-based pre-employment laboratory education courses (PL) using the pre-employment laboratory education instructional arrangement or through Family and Consumer Sciences Career Preparation which may be taught using one or more of several instructional arrangements including cooperative education, internships, and job shadowing.

Family and Consumer Sciences Career Preparation provides a combination of coordinated technical classroom instruction and work-based occupational training in an approved occupationally specific training area, such as food production, management, and services. Instructional arrangements, such as cooperative education, internships, and job shadowing, are utilized for the work-based training experience. The school-based technical instruction can be conducted in a multipurpose classroom; access to a multipurpose laboratory demonstration center or other family and consumer sciences laboratory facilities is recommended. It is critical that the multipurpose classroom be immediately accessible to the teacher office with a telephone. Computers and related technologies are important instructional tools for occupationally specific family and consumer sciences training; media and other resources for quality instruction should be available. Student seating and work surfaces for both independent and group work are needed. Storage for a variety of student reference and activity materials will be needed.

Districts electing for students to participate in Family and Consumer Sciences Career Preparation, and therefore, to have work-based learning placements in designated community business or industry settings, should consider several factors. It is recommended that school districts select and use only those business/industry sites for work-based learning placements if the facilities, personnel, and operations reflect high industry standards; certain credentials, certifications, and/or licenses may be appropriate minimum expectations. For example, child care establishments should have current licenses issued by the Texas Department of Protective and Regulatory Services, and foodservice establishments should have current health department permits. There should be a formal written agreement between the school district and the business/industry that is providing the work-based learning placement. The agreement should clarify the types and quality of educational services that each party will provide, therefore assuring that there is both instruction and application of the essential knowledge and skills for the training area.

Family and Consumer Sciences Pre-employment Laboratory Education is an instructional arrangement that utilizes campus-based laboratory facilities simulating the business/industry environment to teach the occupationally specific course. Occupationally specific courses taught using a school-based pre-employment laboratory instructional arrangement should be conducted in laboratories designed for the respective courses and usually located in on-campus facilities. Facilities for classroom instruction can be incorporated into the laboratory itself or in a separate area. Equipment and resources for the pre-employment laboratory instructional arrangements should be of the quality and type used in respective businesses and industries. Equipment and resources for individual courses may vary according to facility design and size, numbers of students to be served, course focus, and instructional strategies selected by teachers. At the point when facility construction, modification, or equipment changes are to occur, business/industry representatives can be excellent resources to identify considerations and options for designing and equipping a laboratory that is a state-of-the-art, up-to-date facility for training students to meet current industry standards.

The primary content emphasis of Food Production, Management, and Services includes operation and management of foodservice establishments, quantity food production skills, food presentation and service techniques, and marketing strategies. Other topics addressed are legal considerations and customer service. It is recommended that a laboratory facility of the type used in the foodservice industry be provided that complies with standards specified by the Texas Department of Health or applicable federal, state, and local licensing entities for foodservice establishments. Furthermore, it is recommended that the foodservice laboratory facility have a current license issued by the Texas Department of Health or the applicable federal, state, and local licensing agencies for foodservice establishments. Laboratory equipment and facilities should accommodate training experiences reflecting the essential knowledge and skills identified for the course. Additionally, as part of the laboratory or in a separate area, facilities for effective classroom instruction, computer/Internet access, demonstrations, and individual and group student activities are needed. Some points to consider when planning a laboratory facility for a pre-employment laboratory Food Production, Management, and Services course are as follows:

- Appropriate dressing/changing areas with lockers are needed for students.
- The laboratory should have an outside door with a delivery area or be readily accessible to one.
- There should be adequate water pressure and sufficient quantities of hot and cold water to accommodate maximum laboratory utilization.
- Secured storage areas should be provided.
- Foodstuffs and cleaning equipment, products, and supplies must be stored separately in the nutrition laboratory facility. Separate storage areas are needed for safety and health reasons.
- A laundry facility that is separate from the food preparation area is needed. The laundry facility should depict current design and contain state-of-the-art technology, equipment, and materials. As an alternative to providing a laundry facility, a district may wish to contract laundry services that meet the needs of the course and applicable licensing regulations.
- Laboratory equipment should be replaced or added on a regular basis to maximize student laboratory experiences.
- A food serving area and a client dining area should be provided.

Additional information regarding facilities, equipment, and resources may be found in the *Family and Consumer Sciences Education: Recommendations for Facilities and Equipment* publication, available from The Curriculum Center for Family and Consumer Sciences.

Series of Occupationally Specific Course Materials

The *Food Production, Management, and Services Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of Texas Essential Knowledge and Skills (TEKS) for this occupationally specific training area. This Curriculum Guide, which is the teacher component of the series, is designed to complement the following other two components:

- The Reference Book is a student text that provides information needed by employees in the area of food production, management, and services. Each chapter begins with a "Chapter Focus" (the TEKS addressed in the chapter) and a "Chapter Vocabulary." Within the text, italicized, boldfaced vocabulary terms are included with definitions or explanations. Throughout the chapter, "Essential Questions" boxes pose important questions to students about material they have read. At the end of each chapter, the content is summarized in "Chapter Highlights."
- The Student Activity Book contains a variety of pencil-and-paper activities that reinforce essential information presented in each chapter of the Reference Book.

Family, Career and Community Leaders of America

Family, Career and Community Leaders of America (FCCLA) activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (e.g., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific family and consumer sciences content are incorporated into the Food Production, Management, and Services course.

Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

FCCLA activities are included as integral parts of instruction within several components of this Curriculum Guide. Each instance is denoted by the FCCLA emblem.

- **Instructional Strategies** - FCCLA activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **End of chapter** - Suggested FCCLA activities are provided in a box at the end of strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.
- **Blended Activities** - FCCLA projects and programs that address Texas Essential Knowledge and Skills from several chapters have been included in this section of the Curriculum Guide.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and the *FCCLA Chapter Handbook*. Additional resources helpful to Food Production, Management, and Services teachers and students include publications for various national and state programs, such as *Career Connection*, *Leaders at Work*, and *Student Body*.

How to Use the Curriculum Guide

You will be able to utilize the *Food Production, Management, and Services Curriculum Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness. **Note**: For simplicity, the term Curriculum Guide has been used throughout this publication to refer to the *Food Production, Management, and Services Curriculum Guide*.

INTRODUCTION

Read the Introduction for information specific to the course on

- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Series of Occupationally Specific Course Materials
- Family, Career and Community Leaders of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

Familiarize yourself with the TEKS for Food Production, Management, and Services. A copy of the Texas Administrative Code, Chapter 122.52, is provided for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)].

On the first page of each Chapter within the **Instructional Strategies** section is a box entitled "Chapter Focus." Within this box are listed the TEKS that are covered in the chapter. Additional strategies that simultaneously address TEKS from multiple chapters are included in the **Blended Activities** section of the Curriculum Guide.

SAMPLE COURSE OUTLINES

As previously stated, instruction for Food Production, Management, and Services may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus multiple approaches that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, and second semester are also provided in this handbook. (See pages B-59 and B-60 in the *FCSCP Handbook*.)

A detailed outline of the scope and sequence of learning experiences should be developed for the food production, management, and services training area and personally tailored for each student. To assist teachers with this task, sample outlines for Food Production, Management, and Services are provided in the **Sample Course Outlines** section of this Curriculum Guide. One example has been provided for pre-employment laboratory education and one for Family and Consumer Sciences Career Preparation.

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Food Production, Management, and Services.

INSTRUCTIONAL STRATEGIES

The *Food Production, Management, and Services Curriculum Guide* is one in a series of three publications, available from The Curriculum Center for Family and Consumer Sciences, that facilitate implementation of TEKS for this occupationally specific training area. The Curriculum Guide has been organized topically, by chapters, to be consistent with organization of the student publications in the series - the Reference Book and Student Activity Book. Each chapter in the Curriculum Guide contains the following key components:

- A "Chapter Focus," presented on the first page of each chapter, lists the TEKS that are addressed within the chapter. Because the Curriculum Guide is organized topically, specific TEKS may appear in more than one chapter.

- A "Chapter Vocabulary" is also presented on the first page of each chapter. The "Chapter Vocabulary" lists key terms that are introduced in the corresponding Reference Book. Teachers are encouraged to use their own discretion regarding ways to reinforce the vocabulary terms with students. Several activities for reinforcing vocabulary terms through independent study are provided in the corresponding Student Activity Book.

- A listing of "Resources" for each chapter is provided on the back of the introductory page. More detailed information regarding where to obtain referenced resources, which are listed on this page in abbreviated form, can be located under the **Resources** tabbed-divider section later in the Curriculum Guide.

- A variety of instructional strategies have been suggested to address the knowledge and skills covered in each chapter. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

- Suggested FCCLA activities have been provided in a box at the end of the strategies for each chapter to generate additional ideas for projects and programs that are relevant to the overall chapter, but not tied to a specific strategy.

The **Instructional Strategies** section has been designed to teacher specifications - to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies

TA 1 Sample Visual Display Rubric

- strategies which correlate with exit level TAKS objectives and academic principles for reading, writing, mathematics, science, and social studies

TAKS READING

- strategies that utilize technology applications

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- opportunities for integration of FCCLA programs and projects within specific strategies

FCCLA

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GRAPHIC ORGANIZER** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject although some activities may involve more extensive research methods or more formal research projects.

- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from The Curriculum Center for Family and Consumer Sciences; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass knowledge and skills expectations from multiple chapters. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 35, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FCCLA projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAKS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAKS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to content in food production, management, and services.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, publications, agencies and organizations, videotapes, and Web sites.

A separate tabbed-divider section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time). Remember that the companion pieces to the Curriculum Guide – the Reference Book and Student Activity Book – are valuable sources of additional student information and multiple student activities.

PROGRAM TOOLS

This section contains a miscellaneous assortment of tools that have been compiled from writers and reviewers of the document, which they have recommended as helpful in managing instruction and training coordination in this occupationally specific training area. It is important that you browse through this section to locate items that may save you valuable time because these items will not be referenced elsewhere in the Curriculum Guide. **Note:** Several program tools are especially applicable to the planning and implementation of laboratory experiences in Chapters 21-33.

Laboratory Responsibilities

Since the Food Production, Management, and Services course is designed to prepare students for entry-level positions in commercial or institutional foodservice facilities, laboratories should simulate actual job situations. To achieve this, teachers must assume the role of the commercial foodservice manager. The following is a brief synopsis of teachers' duties in operating the foodservice laboratory.

Planning Menu and Service – Planning involves deciding on the food items to be prepared and how these items will be presented to customers.

Recipe Standardization – Using standardized recipes insures the production of uniform products with consistent yield and quality and also helps accurately evaluate cost and nutritional value.

Procurement of Supplies – Planning menus, determining specific quantities and qualities of items, and purchasing supplies are easier when the teacher is aware of the local market.

Detailed Planning of Production and Service – Detailed planning of production and service is required if the laboratory experience is to realistically duplicate the activities of a foodservice establishment. Every item on the menu must be planned to fit into the production schedule, and students should be required to meet deadlines and experience normal pressure, which exist in foodservice job situations.

Supervision of Production and Service – The teacher must supervise activities so that the laboratory becomes a realistic work situation with each worker assigned specific tasks and supervised, as they would be on the job.

Cleanup – Thorough cleanup is a must for efficient laboratory operation. Preparing and following a detailed cleanup schedule will pay dividends in both a cleaner facility and happier workers.

Evaluation – Evaluation is essential in running an effective foodservice operation and in training students. The teacher and students must try to discover why any undesirable events occurred and what can be done to prevent their occurrence in the future.

Public Relations – The responsibility to "sell" the foodservice rests squarely with management or the teacher in the school laboratory. A good public image on serving day, as well as good food, goes a long way in promoting foodservice education or sales.

Employee Selection and Training – The teacher should emphasize the importance of workers following specific procedures as instructed by supervisors. Employees (even the experienced) must be trained according to the established procedures of the particular foodservice operation.

Problem Solving and Decision Making – Problem solving and decision making in the laboratory are easier when the teacher knows the strengths and weaknesses of each student and is also familiar with the steps in the decision-making process.

Classroom Instruction — Classroom instruction can be designed to supplement laboratory experiences by helping students gain additional knowledge of foodservice operations, how the operations function, and where the foodservice employee fits in the world of work. (The *Food Production, Management, and Services* series can be used to develop a general plan for classroom instruction.)

Foodservice teachers and foodservice managers have a great deal in common. They must decide what will be served and how it will be produced and served. They must instruct personnel in the production and service procedures, and evaluate the final products, the personnel, and the procedures. Teachers are more concerned with training and evaluating the students, while commercial foodservice managers focus on the process and the final product with an emphasis on costs.

RESOURCES

Using available resources efficiently will help teachers run smooth and effective operations in their classroom laboratory. Resources available to teachers include the following:

1) **Instructional Materials** – The *Food Production, Management, and Services* series provide a framework for class and laboratory instruction in foodservices. The major competencies students should achieve to be prepared for foodservice work are included in the objectives and in the learning and evaluation activities in this series.

2) **Advisory Council** – Teachers should utilize advisory councils to obtain information and advice needed in planning and operating foodservice laboratories. Advisors include foodservice employees and managers, members of the local restaurant association, students, parents, and administrators. Such individuals as the president of the local restaurant association or director of the school lunch program can provide valuable input and might provide jobs for students. If students with disabilities are enrolled, try to include one or two employees who hire the disabled and have already adapted their facilities, equipment, and procedures to meet the needs of the worker with special needs.

3) **Foodservice Facilities in the Community** – Commercial and foodservice facilities, which exist in most communities, provide sources for enriching the foodservice students' experiences. Educational tours to public facilities allow students to view the total foodservice operation in progress, observe commercial equipment in use, and compare different types of service. Managers and supervisors of various foodservice facilities may also be willing to come to the classroom to share their knowledge.

LABORATORY MANAGEMENT

Foodservice laboratories must be managed efficiently. This involves developing procedures for controlling and maintaining laboratory facilities, equipment, and supplies for organizing and evaluating students' work, and sometimes for sharing the laboratory with other teachers. The following areas of management are especially important.

Storage of Equipment and Supplies

Effective storage is essential for the best use of foodservice laboratory facilities and resources. Some suggestions for storage include the following:

1) A locked storeroom for nonperishable foods
2) Locked storage for cleaning supplies and infrequently used equipment
3) Refrigerator and freezer space for perishable and frozen foods (Temperatures should be checked regularly. Locks are common foodservice policy and help prevent pilferage.)
4) Open storage (wall-hung shelves, overhead hooks, mobile racks or shelves) for dishes, pots, pans, and utensils
5) Drawers in worktables for small equipment
6) Space for sorting and shelving linens

All foodservice employees need to know how to store food correctly and how to requisition food from the storeroom. Storeroom workers need to know how to receive, store, and issue food, and how to keep an inventory of supplies on hand.

Distribution of Supplies

In the foodservice laboratory, supplies should be issued using a system that eliminates confusion, insures efficient supply distribution, and maintains inventory control. The system should be similar to those used in the foodservice industry and should be clearly understood by the students. Some suggested procedures are outlined below:

1) The student or teacher should complete a requisition form stating the quantity, size, and grade of each item needed.
2) The teacher (manager) and the student assigned the role of storeroom supervisor must sign the form before the order can be filled.
3) The storeroom worker should fill the requisition under the teacher's supervision; this worker should not issue any supplies without a signed requisition.

Sanitation of the Laboratory

Sanitation rules must be carefully followed in every phase of the foodservice operation to avoid the spread of harmful bacteria. The following are important areas of emphasis in laboratory sanitation:

- personal habits and hygiene
- handwashing procedures
- dishwashing procedures
- warewashing procedures (pot and pan washing)
- care of kitchen equipment
- cleaning and sanitizing physical facilities
- garbage and pest control procedures
- procedures for purchasing, storing, and handling food
- procedures for preventing bacterial contamination of food
- procedures for preparing food
- procedures for serving food

All foodservice workers need to learn such skills as how to clean floors, walls, hoods, and equipment. They should learn when and how to remove trash, how to dispose of garbage using garbage or a garbage disposal, and they should also learn the basics of pest control.

Adaptations to Accommodate Students with Disabilities

In working with students with disabilities, the teacher must discover the best equipment and procedures for them. It is best to confine adaptations to procedures, if possible. When making adaptations, keep in mind the equipment likely to be available in foodservice facilities, the cost of the adaptation, and whether the equipment could still be used by other employees. Be sure that any adaptations meet foodservice sanitation and safety standards.

PLANNING LABORATORY EXPERIENCES

Laboratory experiences permit students to gain actual work experience in food production and service. Using students' work schedules when making laboratory assignments will insure that all students are aware of their duties. Student work schedules should be designed so that each student is assigned a variety of food production and service tasks and that each student learns to operate the equipment in the laboratory. Foodservice laboratory activities include the following:

1) food and beverage preparation
2) service area preparation
3) service food and beverage to customers and related customer services
4) cleanup activities during and after service

The number of student workers assigned to specific tasks depends on the menu and the type of service. Assigning more students than needed decreases the learning value of the experiences and may even cause confusion and hazards in the laboratory. Students not scheduled to participate in a particular laboratory experience may be assigned individual study, observation inventory, or other tasks related to laboratory management.

Important aspects of laboratory experience planning include menu planning, recipe standardization and alteration, purchasing and handling supplies, production, service, and cleanup.

Menu Planning

Teachers must assume the responsibility for all menus used in the laboratory. Factors to consider when planning the menu may include the following:

- clientele preferences
- nutritional adequacy
- color, shape, texture, flavor, temperature, and variety
- space available
- quantity and quality of equipment available for preparing, holding, and serving
- number of workers available and their skills
- budget, product availability, and profitability
- merchandising potential
- type of occasion
- weather conditions

Resources for menu planning include a wide variety of publications from books on quantity food preparation to menus from foodservice establishments. Some suggested lab plans and menus, from simple to advanced, are included following this introduction. When planning menus, work when you are not fatigued, make sure you will not be interrupted, have adequate resource materials available, use a predetermined format, and allow adequate time to work on the menu; after completion, put it aside and review it later.

Standardized Recipes

Standardization recipes (those tested to insure consistent quality through the use of standard products, amounts, methods, equipment, and processes) are an aid to achieving price control. Foodservice teachers should establish a file of standardized recipes printed on cards 5x7 inches or larger and covered with self-adhesive plastic. Yield, as well as portion, technique, and size are predetermined. The following eight components are usually found on standardized recipes:

1) item name
2) ingredients (forms and amounts for frequently used yields)
3) methods and techniques of preparation
4) planning information (size of pan, preparation of pan, and depth of fill)
5) time and temperature
6) yield (total quantity and number of servings of a specified size)
7) serving information (size, equipment, technique, garnish, and special holding instructions)
8) any other pertinent information

Purchase of Food

Purchasing the raw materials is the first step in production. Purchasing procedures are affected by the closeness of supply, availability of storage space, capital, general market and economic conditions, shelf life of food products, and production needs.

Take advantage of convenience foods available on the quality food market. Teachers can learn from advisory council members which foods are available in convenience forms, which are most frequently used in local service, which are the best buys, and which purveyor is the best source of supply. Convenience foods are an essential part of simulating actual foodservice operations, and they enable teachers to serve a complete meal while concentrating on new skills in only one or two areas. The following tips will be helpful in purchasing supplies for the foodservice laboratory.

1. Be aware of what the market has to offer. Visit with local salespeople, look through local grocery stores, and attend food shows or conventions where food products are being shown.

2. Determine needs in terms of quality and quantity. State needs specifically (quantity, quality or grade, size of units, form, and style). Know what to look for on food product labels to determine if items meet specified requirements.

3. Purchasing procedures vary from school to school and from city to city, so discuss with local administrators the best way to purchase goods for the laboratory. Consider some of the following money-saving ideas:
   (a) Investigate purchasing from local wholesalers. Frequently these suppliers specialize in meat, produce, frozen foods, staple goods, canned goods, or paper products. Some sell a combination of these. Call as many as possible. Prices may vary between sources from day to day.
   (b) Sometimes products are less expensive at the supermarket.
   (c) Check local damaged-freight outlets. Inspect carefully before buying. Buy one item and check before buying in quantity.
   (d) Buy with another group (such as the school cafeteria, a local hospital, or restaurant).
   (e) Buy in bulk quantities when the price is right and storage is available.
   (f) Be flexible. If a product increases drastically in price, change the menu.
   (g) Some local grocers may give a discount to schools. Frequently, this means a cash discount.
   (h) Some companies offer a discount of 5 to 15 percent for prompt payment.
   (i) When shopping in person, list the items needed from each source. The list should be planned so that you will drive the shortest distance between stores.
   (j) Be sure to take proper requisition forms to prevent time wasted in returning to school for them.
   (k) Try a variety of brands. Some lesser known, less expensive brands are as good as the more familiar ones.

4. Be a tyrant about receiving goods in both the quality and quantity ordered.

5. Store items promptly, properly, and under lock and key.

Receiving, Storing, and Issuing Foods

Foodservice teachers hold the final responsibility for receiving, storing, and issuing goods in the laboratory. Skillful purchasing must be combined with careful inspection of the products delivered. Proper storage procedures must be followed to retain full food value. When foods are issued from the storeroom, care should be taken to fill approved orders accurately, using items on a first-in, first-out basis. In foodservice business, experienced workers perform these tasks. Since teachers assume this responsibility in the laboratory, safeguards should be built into the system.

Production, Service, and Cleanup Procedures
The phases of production, service, and cleanup operate much more efficiently when specific plans are made and guidelines followed. The following tips aid in carrying out phases of foodservice:

1. Make a list of everything to be done.

2. Plan and make written assignments for each task.

3. Make sure students know how to execute assigned tasks through training, supervision, and follow-up.

4. Be thorough and precise. Double-check plans against the menu to make certain you are not forgetting anything.

5. Develop a form to assist in planning and remembering all of the details. Experiment with several forms, and make multiple choices when one is found which is best suited for the operation.

SUMMARY

Every foodservice establishment is different. Supervision in two foodservice businesses may require very different procedures to be followed in the performance of the same task. Since there is no one correct way to perform any foodservice task, foodservice students should learn that following instruction given by future employers is very important even if it means using different methods than those taught in the foodservice laboratory. A proper attitude and sense of responsibility are two of the major assets an employer seeks when hiring someone.

Just as in other operations, certain lines of authority exist in the operation of foodservice establishments. Lines of authority indicate that specific relationships exist between various departments of the facility and between individuals working there. Personnel need to know the line of communication and authority. Employees must know their duties, authority, responsibilities, and to whom they are accountable. These same conditions should exist in the foodservice laboratory. Students need to learn correct procedures for communicating with the right people and for following lines of authority.

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter F. Hospitality, High School

Statutory Authority: The provisions of this Subchapter F issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.51. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Hospitality, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.51 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.52. Food Production, Management, and Services (Two to Three Credits).

(a) General requirements. This course provides occupationally specific training and is recommended for students in Grades 11-12. Students may be awarded two to three credits per year for one to two years for the successful completion of this course. Instruction may be delivered through school-based pre-employment laboratory training or through work-based delivery arrangements such as cooperative education, preceptorships, mentoring, and job shadowing. The two recommended prerequisites for this course are: Nutrition and Food Science, Food Science and Technology.

(b) Introduction. The hospitality industry encompasses lodging, foodservice, and institutional services and boasts the largest national employment base in the private sector. Individuals utilize knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry.

(c) Knowledge and skills.

(1) **Food production and service industry.** The student describes the structure of the food production and service industry.

The student is expected to:

(A) describe the organizational structure of food production and service systems;

(B) describe market segments in the food production and service industry;

(C) analyze societal, cultural, ethnic, demographic, and economic factors affecting the food production and service industry;

(D) analyze the impact of technological innovations on the food production and service industry;

(E) summarize the roles and services of professional organizations serving the food production and service industry; and

(F) predict changes in the food production and service industry for the future.

(2) **Food production and service industry.** The student implements organizational goals, policies, and procedures of food production, management, and services.

The student is expected to:

(A) identify policies related to wages, benefits, and performance of employees;

(B) evaluate considerations and accommodations for employees and customers with special needs;

(C) summarize the goals and mission of various food production and service organizations; and

(D) analyze the relationship of multicultural awareness to target markets and customer services.

(3) **Food production and service industry.** The student relates management functions to food production and services operations and organizational structure.

The student is expected to:

(A) contrast various ownership and management structures in the food production and service industry;

(B) describe various types of food production and service operations;

(C) explain management functions in food production and service operations;

(D) explain components of a strategic business plan;

(E) analyze styles of supervision;

(F) analyze issues affecting management of human resources; and

(G) practice effective management of resources.

(4) **Food production and service industry.** The student describes the organization and functions of foodservice establishments.

The student is expected to:

(A) describe types of establishments in commercial foodservice;

(B) describe forms of service utilized in foodservice establishments for presenting food to guests;

(C) explain the relationship of concept, market segment, menu, and theme in commercial foodservice;

(D) distinguish types of restaurant ownership;

(E) describe services to segments of the institutional foodservice industry; and

(F) explain how the menu reflects the foodservice plan for meeting customer needs and wants.

(5) **Food production and service industry.** The student utilizes marketing strategies for the food production and service industry.

The student is expected to:

(A) analyze various types of marketing strategies;

(B) describe the roles of public relations and publicity in the food production and service industry;

(C) explain the types of direct marketing materials;

(D) explain the use of special events and promotions in the food production and service industry; and

(E) apply available technological innovations utilized in the food production and service industry to enhance sales and marketing strategies.

(6) **Food production and service industry.** The student describes legal considerations of the food production and service industry.

The student is expected to:

(A) summarize legislation, government regulations, and public policy affecting the food production and service industry;

(B) describe considerations regarding liability for injuries or damages to customers, employees, or facilities; and

(C) interpret laws and policies pertaining to food production and service establishments.

(7) **Food production, foodservice, and quality assurance.** The student demonstrates safe and efficient employee and workplace practices in the food production and service industry.

The student is expected to:

(A) determine employer and employee responsibilities for workplace safety;

(B) evaluate regulations and standards guiding safety in the food production and service industry;

(C) identify major causes of accidents and ways to prevent them;

(D) demonstrate emergency first aid procedures;

(E) follow employer policies for handling emergencies;

(F) analyze the division of workplace responsibilities;

(G) use appropriate terminology related to the food production and service industry; and

(H) implement appropriate work-simplification procedures when performing assigned tasks.

(8) **Food production, foodservice, and quality assurance.** The student practices effective food safety and sanitation techniques in food production and service operations.

The student is expected to:

(A) comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service;

(B) practice correct sanitation procedures in food production and service operations;

(C) describe food-borne illnesses, their causes, and prevention methods;

(D) explain the implications of temperature on the storage, preparation, and handling of food;

(E) follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies;

(F) maintain acceptable standards in employee grooming, health, and hygiene;

(G) utilize procedures that protect the environment; and

(H) describe environmental factors affecting safe food production.

(9) **Food production, foodservice, and quality assurance.** The student demonstrates skills and techniques needed for quality food production.

The student is expected to:

(A) utilize effective planning strategies for food production operations;

(B) analyze the relationship of effective menu planning to successful food production operations;

(C) practice cost control techniques in food production operations;

(D) demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production;

(E) utilize appropriate techniques for preparation and presentation in food production operations according to industry standards;

(F) follow standardized recipes utilized in food production;

(G) apply nutrition principles in planning, preparation, and presentation for food production operations;

(H) describe food preparation strategies for meeting special dietary requirements;

(I) describe food production skills, procedures, and techniques utilized in catering and other specialized food production operations;

(J) perform appropriate tasks in food production according to industry standards; and

(K) apply available technology in food production.

(10) **Food production, foodservice, and quality assurance.** The student utilizes effective procedures for achieving quality standards in foodservice operations.

The student is expected to:

(A) describe roles and responsibilities in foodservice operations;

(B) analyze personal qualities and skills required of foodservice employees;

(C) utilize appropriate techniques for presentation and service in foodservice operations according to industry standards;

(D) select equipment and utensils appropriate for prescribed tasks;

(E) perform appropriate tasks in foodservice according to industry standards;

(F) practice cost control techniques in foodservice operations; and

(G) apply available technology in foodservice.

(11) **Food production, foodservice, and quality assurance.** The student practices positive techniques for maintaining client relationships, customer satisfaction, and customer service.

The student is expected to:

(A) identify potential clients and their foodservice needs;

(B) compare various ways of building and maintaining client-based services;

(C) analyze various companies' practices regarding customer satisfaction;

(D) apply techniques that promote customer service and satisfaction;

(E) utilize strategies for complaint resolution;

(F) demonstrate friendly customer service;

(G) evaluate criteria affecting quality service; and

(H) implement quality assurance standards in all aspects of the food production and service industry.

(12) **Career preparation.** The student exhibits employability skills that lead to job success in food production, management, and services.

The student is expected to:

(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(B) demonstrate effective methods to secure, maintain, and terminate employment;

(C) demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership;

(D) evaluate the relationship of good physical and mental health to job success and achievement;

(E) demonstrate appropriate grooming and appearance for the workplace;

(F) demonstrate appropriate business and personal etiquette in the workplace; and

(G) exhibit productive work habits and attitudes.

(13) **Career preparation.** The student determines employment opportunities and preparation requirements in food production, management, and services.

The student is expected to:

(A) determine preparation requirements for various levels of employment in a variety of food production, management, and services careers;

(B) analyze the future employment outlook in food production, management, and services;

(C) describe entrepreneurial opportunities in food production, management, and services;

(D) determine how interests, abilities, personal priorities, and family responsibilities affect career choice;

(E) compare rewards and demands for various levels of employment in a variety of careers; and

(F) determine continuing education opportunities that enhance career advancement and promote lifelong learning.

(14) **Career preparation.** The student demonstrates ethical practices in food production, management, and service careers.

The student is expected to:

(A) summarize the rights and responsibilities of employers and employees; and

(B) exhibit ethical practices as defined by the food production and service industry.

(15) **Career preparation.** The student analyzes the management of multiple family, community, and wage-earner roles.

The student is expected to:

(A) analyze challenges of managing multiple family, community, and wage-earner roles; and

(B) exhibit management practices facilitating individuals assuming multiple roles.

Sample Course Outlines

As previously stated, instruction for Food Production, Management, and Services may be delivered through school-based pre-employment laboratory education courses (PL) or through Family and Consumer Sciences Career Preparation, which may be taught using one or more instructional arrangements, such as cooperative education, internships, and job shadowing. There are thus **multiple approaches** that may be used effectively to organize instruction. Suggestions for managing group and individualized instruction, as well as various approaches for organizing and managing instruction, are provided in the *Family and Consumer Sciences Career Preparation Handbook*, available from The Curriculum Center for Family and Consumer Sciences. Sample course outlines for group instruction for the first year, first semester and first year, second semester are also provided in this handbook (see pages B-59 and B-60 in the *FCSCP Handbook*).

A detailed outline of the scope and sequence of learning experiences should be developed for the food production, management, and service areas and personally tailored for each student. To assist teachers with this task, sample outlines for Food Production, Management, and Services are provided in this section. One example has been provided for pre-employment laboratory education, and one for Family and Consumer Sciences Career Preparation (FCSCP).

The sample course outlines are included strictly as examples of how the scope and sequence of learning experiences might be developed. It is intended that these outlines will serve only as an aid to teachers in planning their own instructional outlines to cover Texas Essential Knowledge and Skills for Food Production, Management, and Services.

Laboratory experiences are not specifically designated on the course outlines. These experiences should be scheduled throughout the year. Multiple approaches may be used to effectively facilitate instruction.

Sample Course Outline — Pre-employment Laboratory

First Semester – Week	Chapter(s) and Other Concepts	
1	1	The Food Production and Service Industry
	2	Careers in Foodservice
		Laboratory Rules and Organization
2	3	Providing Quality Service
		FCCLA
		Entrepreneurship
3	10	Safe and Efficient Workplace Practices
	11	Emergency Procedures
4-5	12	Employee, Equipment, and Facility Sanitation
	13	Food Safety and Sanitation Techniques
6	Review – Six Weeks Exam	
7	4	Forms of Service
	5	Table Service
	6	Sidework
	7	Counter Service and Self-Service
8	16	Food Production Equipment
	17	Cold Storage, Serving, and Cleaning Equipment
	18	Tools and Utensils
9	20	Food Preparation Techniques
10	14	Nutrition Matters (Nutrition is integrated into Chapters 21-33 as well.)
	15	Meeting Special Needs
11	32	Cakes, Fillings, Frostings, and Icings (Unit is taught first as Decorated Cakes is a chapter fund-raising project for the school year.)
12	Review – Six Weeks Exam	
13	23	Soups and Sauces
14	24	Salads
15-17	26	Meat, Poultry, and Fish
	21	Beverages
18	Review – Six Weeks Exam	

Second Semester – Week	Chapter(s) and Other Concepts	
1	33	Pastries and Pies
2	22	Appetizers
3	30	Breads
4	25	Sandwiches
5	31	Desserts and Cookies
6	Review – Six Weeks Exam	
7	29	Cereals and Pastas
8-9	28	Vegetables and Fruits
10	27	Eggs and Cheese
11	8 9	Specialized Types of Foodservice The Check, Change, and Gratuities
12	Review – Six Weeks Exam	
13	36	Acquisition and Storage of Food and Supplies
14	34	Management Responsibilities
15	35 37	Food Cost Control Finance and Accounting
16	38 39	Human Resources and Productivity Marketing
17	40	Building and Maintaining Customer Relations
18	Review – Six Weeks Exams	

Due to the number of chapters in the Reference Book and TEKS that are designated for Food Production, Management, and Services, it may be difficult to teach all of the content in one year. Many of the teachers surveyed and those that contributed to the development of the Curriculum Guide often designated the production and services TEKS (Chapters 1-33) to be taught during the first year and the management TEKS (Chapters 34-40) added during the second year. Second-year students are quite frequently assigned as laboratory managers, team leaders, or consultants for the first-year student laboratories.

Sample Course Outline — FCSCP

First Semester – Week	Chapter(s) and Other Concepts	
1	1	The Food Production and Service Industry
	2	Careers in Foodservice
		Laboratory Rules and Organization
2	3	Providing Quality Service
		FCCLA
		Entrepreneurship
3	10	Safe and Efficient Workplace Practices
	11	Emergency Procedures
4-5	12	Employee, Equipment, and Facility Sanitation
	13	Food Safety and Sanitation Techniques
6	16	Food Production Equipment
	17	Cold Storage, Serving, and Cleaning Equipment
		Review - Six Weeks Exam
7	18	Tools and Utensils
8	4	Forms of Service
	5	Table Service
	6	Sidework
	7	Counter Service and Self-Service
9	8	Specialized Types of Foodservice
	9	The Check, Change, and Gratuities
10	14	Nutrition Matters
11	14	Nutrition Matters Continued
	15	Meeting Special Needs
12		Review - Six Weeks Exam
13	20	Food Preparation Techniques
14	21	Beverages
15	23	Soups and Sauces
16	24	Salads
17-18	26	Meat, Poultry, and Fish
		Review- Six Weeks Exam

Second Semester – Week	Chapter(s) and Other Concepts	
1	22	Appetizers
2	33	Pastries and Pies
3-4	30 25	Breads Sandwiches
5-6	31	Desserts and Cookies Review - Six Weeks Exam
7-8	32	Cakes, Fillings, Frostings, and Icings
9	29	Cereals and Pastas
10-11	28	Vegetables and Fruits
12	27	Eggs and Cheese Review - Six Weeks Exam
13	36	Acquisition and Storage of Food and Supplies
14	34	Management Responsibilities
15	35 37	Food Cost Control Finance and Accounting
16	38 39	Human Resources and Productivity Marketing
17	40	Building and Maintaining Customer Relations
18		Comprehensive Project Review - Six Weeks Exam

Due to the number of chapters in the Reference Book and TEKS that are designated for Food Production, Management, and Services, it may be difficult to teach all of the content in one year. Many of the teachers surveyed and those that contributed to the development of the Curriculum Guide often designated the production and services TEKS (Chapters 1-33) to be taught during the first year and the management TEKS (Chapters 34-40) added during the second year. Classroom instruction should be conducted in collaboration with the training station and may be dependent upon the type of job that the student is employed.

Chapter 1

The Food Production and Service Industry

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

1A Describe the organizational structure of food production and service systems.
1C Analyze societal, cultural, ethnic, demographic, and economic factors affecting the food production and service industry.
1E Summarize the roles and services of professional organizations serving the food production and service industry.
1F Predict changes in the food production and service industry for the future.
2C Summarize the goals and mission of various food production and service organizations.
3A Contrast various ownership and management structures in the food production and service industry.
3B Describe various types of food production and service operations.
4A Describe types of establishments in commercial foodservice.
4D Distinguish types of restaurant ownership.
7G Use appropriate terminology related to the food production and service industry.
12A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
13B Analyze the future employment outlook in food production, management, and services.
13D Determine how interests, abilities, personal priorities, and family responsibilities affect career choice.
13E Compare rewards and demands for various levels of employment in a variety of careers.

Chapter Vocabulary

- catering unit
- central kitchen or commissaries
- chain or multi-unit operation
- commercial
- conventional system
- corporation
- foodservice unit
- franchise
- home meal replacement (HMR)
- in-plant feeding unit
- institutional feeding unit
- noncommercial
- partnership
- sole proprietorship

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RESOURCES

Agencies and Organizations

Texas Restaurant Association

Books

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). NY: John Wiley & Sons.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe

Publication

U.S. Department of Labor (published annually and is available from various publishers)
- *Occupational Outlook Handbook*

Videotape

Texas Restaurant Association, Austin, TX:
- *Ten Good Reasons for a Career in Foodservice*

Web Sites

American Dietetic Association
www.eatright.org

American School Food Service Association
www.asfsa.org

CuisineNet Digest
www.cuisinenet.com/digest/custom/restaurant/timeline.shtml

History Channel
www.historychannel.com

The National Association of College and University Food Services
www.nacufs.org

National Restaurant Association
www.restaurant.org

Nation's Restaurant News
www.nrn.com

Occupational Outlook Handbook
stats.bls.gov/oco/home.htm

Texas Restaurant Association
www.restaurantville.com

#1 GROUP ACTIVITY

Have students create a timeline that illustrates how the foodservice industry has developed through the ages. Have students use classroom resources, library references, and the Internet to locate information.

Potential resources include the following Web sites:

- History Channel
  www.historychannel.com
- CuisineNet Digest
  www.cuisinenet.com/digest/custom/restaurant/timeline.shtml
- National Restaurant Association
  www.restaurant.org
- Texas Restaurant Association
  www.restaurantville.org

Variation: Divide the class into small groups. Give each group a section of the timeline, such as medieval Europe, Colonial America, the turn of the century, and the invention of diners and fast-food restaurants. Have one group predict changes in the industry. Arrange for the timeline to be constructed on a bulletin board or display case.

#2 VIDEOTAPE/VISUAL DISPLAY

Have students view a video that focuses on foodservice careers, such as *Ten Good Reasons for a Career in Foodservice*, available from the Texas Restaurant Association. Have students work in pairs or small groups. Instruct students to design a bulletin board or poster depicting statistics and opportunities in the foodservice industry.

Facts may be obtained from the Reference Book, the Occupational Outlook Handbook or Web site (stats.bls.gov/oco/home.htm click on "Tomorrow's Jobs"), and the Texas Restaurant Association Web site (www.restaurantville.org). Examples of key facts might include the following:

- Foodservice is one of the largest industries in the United States,
- Foodservice continues to be one of the nation's fastest growing industries.
- Foodservice is the single largest employer of young people in the nation.

As an enrichment strategy, have students develop a rubric for the visual display. Teaching Aid 1, ***Sample Visual Display Rubric***, shows an example for students to use. For additional information on developing a rubric, go to the following:

- Rubistar
  rubistar.4teachers.org
- The Staff Room
  www.odyssey.on.ca/~elaine.coxon/rubrics.htm

Notes

(TEKS 1C, 1F, 3B, 4A, 4D, 7G)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

(TEKS 1C, 1F, 3B, 4A, 7G, 13B)

TA 1 Sample Visual Display Rubric

TAKS READING
TAKS WRITING

#3 RESEARCH/ORAL PRESENTATION

(TEKS 1C, 1F, 3B, 4A, 7G, 13B)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

Divide the class into small groups. Have each group research current trends in the food production and service industry. Topics may include but are not limited to the following:

- changes in American lifestyles that have created an increased demand for foodservice
- types of foodservice
- employment
- services to segments of the institutional foodservice industry

Groups may use classroom resources, library resources, or the Internet to gather information. Potential Web sites include the following:

- National Restaurant Association
  www.restaurant.org
- Occupational Outlook Handbook
  stats.bls.gov/oco/home.htm
- Texas Restaurant Association
  www.restaurantville.org

Instruct groups to write a one-page report on their findings to be given to the teacher. Have groups give an oral presentation on their chosen topic, highlighting key points. The oral presentations may include visuals, such as graphs, charts, posters, and PowerPoint.

#4 GRAPHIC ORGANIZERS

(TEKS 1A, 1E, 3A, 3B, 4A, 7G)

TA 2 Types of Foodservice Units

Have students work in pairs or groups of three. Provide each group with a copy of Teaching Aid 2, ***Types of Foodservice Units***. Instruct each group to complete the Teaching Aid by listing types of foodservice, menu choice, location of service, type of service, and persons served.

#5 GROUP ACTIVITY/VISUAL DISPLAY

(TEKS 1A, 3A, 3B, 4A, 4D, 7G)

Divide the class into small groups. Choosing from the types of foodservice establishments provided in the Reference Book, instruct each group to develop a visual display (e.g., chart, PowerPoint slides, poster) of a type of foodservice establishment in the community or within a specific area of a city. The display might include type of ownership, management structure, number of employees, type of employee training programs, advancement opportunities, incentive programs, benefits, and operating hours.

Variation: Have pairs of students visit or research types of local foodservice establishments. Instruct students to prepare a written report that includes type of ownership, management structure, number of employees, type of employee training programs, advancement opportunities, incentive programs, benefits, and operating hours. Have students prepare a brief synopsis of their findings to share with the class.

As an enrichment strategy, students could compile their findings into a restaurant guide for the community or city.

#6 GROUP ACTIVITY

(TEKS 3B, 4A, 7G)

Divide the class into small groups. Have each group draw a card describing a type of foodservice establishment. Instruct each group to work together to develop a pantomime on the type of foodservice. Have students perform the pantomimes while other groups try to identify the type of establishment portrayed.

Varitation: Have students draw an example depicting the type of foodservice. Have students share the drawing with other groups.

#7 BRAINSTORMING/WRITTEN EXERCISE

(TEKS 1E, 2C, 12A)

TA 3 Is Foodservice for You?

TAKS WRITING

Lead students to brainstorm advantages and disadvantages of foodservice work. View Teaching Aid 3, ***Is Foodservice for You?*** Compare student answers with the Teaching Aid.

Key Questions

- What types of jobs are available?
- What benefits might be included?
- Are working hours flexible?
- How is advancement achieved?
- How can working hours be inconvenient?
- What contributes to pressure and fatigue?
- What is the salary potential?

Have students journal reasons why the foodservice industry is attractive to them. Instruct students to address the disadvantages. For instance, how they might be affected by certain factors and how they might manage them.

As a follow-up activity, have each student interview one foodservice employee regarding the advantages and disadvantages of working in foodservice. Compare the responses in class.

Key Questions

- What did the persons employed in foodservice consider the major advantages?
- What did they consider the major disadvantages?

#8 INTERNET ACTIVITY

(TEKS 13D, 13E)

TA 4 Web Site Evaluation

TAKS WRITING

TAKS READING

Provide each student with a copy of Teaching Aid 4, ***Web Site Evaluation.*** Have students visit all or some of the professional organizations Web sites listed in the Reference Book, page 8. Have students complete the evaluation sheet. Lead a discussion on evaluations.

Key Questions

- What types of information did you find at the various Web sites?
- What are some factors that made some Web sites better than others? (i.e., ease of browsing, original information, links to outside sources)
- In what ways could these Web sites be helpful to the food production and service employee?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Entrepreneurship; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 2

Careers in Foodservice

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

1A Describe the organizational structure of food production and service systems.
3A Contrast various ownership and management structures in the food production and service industry.
3B Describe various types of food production and service operations.
3C Explain management functions in food production and service operations.
3F Analyze issues affecting management of human resources.
4A Describe types of establishments in commercial foodservice.
7G Use appropriate terminology related to the food production and service industry.
10A Describe roles and responsibilities in foodservice operations.
10B Analyze personal qualities and skills required of foodservice employees.
12A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
12B Demonstrate effective methods to secure, maintain, and terminate employment.
13A Determine preparation requirements for various levels of employment in a variety of food production, management, and services careers.
13B Analyze the future employment outlook in food production, management, and services.
13C Describe entrepreneurial opportunities in food production, management, and services.
13F Determine continuing education opportunities that enhance career advancement and promote lifelong learning.
14B Exhibit ethical practices as defined by the food production and service industry.
15A Analyze challenges of managing multiple family, community, and wage-earner roles.
15B Exhibit management practices facilitating individuals assuming multiple roles.

Chapter Vocabulary

back-of-the-house
control jobs
dietetic technician
entry-level jobs
ethics
executive chef
front-of-the-house
management jobs
middle management
production jobs
professionalism
registered dietitian
service jobs
sous chef
support jobs

RESOURCES

Agencies and Organizations

National Restaurant Association

Texas Restaurant Association

Book

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Goodheart-Willcox: Tinley Park, IL

Publications

International Council on Hotel, Restaurant, and Institutional Education, Richmond, VA:

- *Guide to College Programs in Hospitality, Tourism, and Culinary Arts* (7th Ed.).

International Council on Hotel, Restaurant, and Institutional Education, Richmond, VA:

- *Hosteur*, "Ethics in the Hospitality Industry: Are You Tuned In?" Vol. 8 (3) 1999. (Available online at www.chrie.org)

U.S. Department of Labor (published annually and is available from various publishers)

- *Occupational Outlook Handbook*

Web Sites

The Cooking & Culinary School Directory
www.cookingschools.com/careers-jobs/

Hospitality Educators Association of Texas
www.texaslodging.com/ef/hospitalityeducators.phtml

International Council on Hotel, Restaurant, and Institutional Education
www.chrie.org

Notes

#1 INTERNET SEARCH/INDIVIDUAL ACTIVITY

Lead a discussion on types and levels of education required for employment in various food production, management, and services occupations. Have students choose an occupational interest to research, such as chefs, cooks, kitchen workers, bakers, food manufacturers (e.g., Sarah Lee, Cadbury, 7-Up), and marketing (e.g., Beef Council, Egg Board). Provide students a list of Web sites to visit where they can collect information on the occupation. For education, have students visit the Web sites of colleges, universities, and schools that offer degrees or certifications. Have students write a brief report to present to the class. Examples of Web sites are included on Teaching Aid 5, ***Educational Programs***. Teaching Aid 6, ***Internet Search***, can be used as a worksheet for organizing information.

(TEKS 10B, 13A, 13F)

TA 5 Educational Programs

TA 6 Internet Search

TAKS READING TAKS WRITING

#2 PANEL DISCUSSION

Invite some of the following to participate as panel members: foodservice managers, members of your state restaurant association, foodservice entrepreneurs, dietitians, and college professors. Ask participants to provide information on starting salaries, salary increases, job advancement opportunities, training available, number of people employed, advantages and disadvantages of types of jobs, working hours, future employment outlook, and entrepreneurial opportunities.

Have students submit written questions in advance. Questions could also be E-mailed to the panel members.

(TEKS 7G, 10A, 10B, 13A, 13B, 13C)

TAKS WRITING

#3 BRAINSTORMING

Lead students to brainstorm types of jobs found in the front- and back-of-the-house. Use Teaching Aid 7, ***Front- and Back-of-the-House***, to compare student answers.

(TEKS 1A, 7G)

TA 7 Front- and Back-of-the-House

#4 EDUCATIONAL TOUR

Take students to tour a foodservice establishment. Ask students to identify the front-of-the-house and the back-of-the-house. Have them observe the specific jobs done in the front- and the back-of-the-house. Visit the school cafeteria if a learning tour is not feasible.

As a follow-up activity, have students diagram the types of jobs done in the front-of-the-house and those done in the back-of-the-house. This activity may be done as group work, an out-of-class assignment, or an evaluation device.

(TEKS 1A, 3B, 3C, 3F, 4A)

#5 CLASS DISCUSSION

Lead students in a discussion of how the size of the operation, the menu, and the type of service can influence the staff needed. Give sample situations for the class to consider. For example, a new restaurant will serve

(TEKS 3A, 3B, 3F)

breakfast, lunch, and dinner and will average 100/200/150 customers, respectively, for each meal. The restaurant has table service and a menu with over eighty selections.

Key Questions

- What factors influence how the restaurant is staffed?
- What types of jobs will be performed during each of the meal times?
- What types of staff will be needed?

#6 GROUP ACTIVITY/RESEARCH

(TEKS 13A, 13B, 13C)

Supply students with classified ad sections from several major newspapers. Have students find and count the ads for foodservice jobs. Have students count ads for other occupational areas and compare them to the number of foodservice jobs. Discuss the number and types of jobs available in each locale.

Key Questions

- What is the number of foodservice jobs compared to other occupational areas?
- How many foodservice jobs are at the entry level?
- Which foodservice jobs pay better salaries?
- Which foodservice jobs require the most responsibility?
- What types of entrepreneurial opportunities were found?

#7 CLASS DISCUSSION

(TEKS 13A, 13B, 13C)

TA 8 a-b Opportunities for Advancement in Restaurant Positions

Have the class view and discuss Teaching Aids 8a-b, ***Opportunities for Advancement in Restaurant Positions.***

Key Questions

- What opportunities are there to advance in foodservice jobs?
- What types of education and training may be required for advancement?
- How rapidly can one expect to advance?

#8 CLASS DISCUSSION

(TEKS 13A, 13B, 13C)

Use the chalkboard, craft paper, or poster board to write the following categories as headers: Unskilled, Semi-skilled, Skilled, Management, and Related Opportunities. On slips of paper, write the titles of jobs that will fit under each category. Have each student draw a slip, go to the board, and write the job title under the correct category. After all the job titles are placed, lead a class discussion asking students to justify why each job was placed in a particular category.

#9 GROUP ACTIVITY

Divide the class into three groups. Provide each group a card with the name of a skill needed by a foodservice employee written on it. Examples include human relations skills, mathematics skills, and communication skills. Have each group discuss what comprises those skills and why a foodservice employee needs them. Have each group present its ideas to the class.

(TEKS 10B, 13A)

#10 RESEARCH/WRITTEN EXERCISE

Have students view Teaching Aid 9, ***Ethics.*** Lead a class discussion on ethical behavior. The *Hosteur* magazine has an article that could be used as a springboard for discussion. See the Resources list for more information.

Have students use classroom resources, library resources, magazines, or newspapers to find stories about individuals/groups and ethical behavior. Have students write short descriptions of the article and their opinion of the ethical behavior displayed by the individuals/groups. Have volunteers share their stories with the class. Lead a class discussion on the importance of ethics in the food production and services industry.

(TEKS 14B)

TA 9 Ethics

TAKS READING TAKS WRITING

#11 INDIVIDUAL ACTIVITY

Provide students with a variety of employment applications from different food establishments. Have students complete the applications for practice. Lead students to discuss how the applications may differ and the information that each application requires.

(TEKS 12A, 12B)

TAKS READING TAKS WRITING

#12 PROJECT

Have students begin to develop a portfolio with a resumé, letters of reference, and other tools. The portfolios can also be produced electronically. For more information on portfolios and electronic portfolios, see the Creative Ideas section of this guide.

A variety of tools for teaching students effective methods to secure, maintain, and terminate employment and effective verbal, nonverbal, written, and electronic communication are included in the following Teaching Aids:

Teaching Aid 10, ***Where Do You Look for Jobs?***
Teaching Aid 11, ***Letter of Inquiry***
Teaching Aid 12, ***Guidelines for Writing Resumés***
Teaching Aid 13, ***Guidelines for Writing Letters of Application***
Teaching Aid 14, ***Guidelines for Completing Job Applications***
Teaching Aid 15, ***Sample Job Application***
Teaching Aid 16, ***Interview Questions***

(TEKS 12A, 12B)

TA 10 Where Do You Look for Jobs?

TA 11 Letter of Inquiry

TA 12 Guidelines for Writing Resumés

TA 13 Guidelines for Writing Letters of Application

TA 14 Guidelines for Completing Job Applications

TA 15 Sample Job Application

TA 16 Interview Questions

TA 17 Sample Follow-up Letter

TA 18 Guidelines for Terminating Employment

TA 19 Suggested Obligations in Terminating Employment

TA 20 Differentiating the Levels of Electronic Portfolio Implementation

Teaching Aid 17, ***Sample Follow-up Letter***
Teaching Aid 18, ***Guidelines for Terminating Employment***
Teaching Aid 19, ***Suggested Obligations in Terminating Employment***

Have students develop examples for their portfolios/electronic portfolios. See the Creative Ideas section for an explanation. Teaching Aid 20, ***Differentiating the Levels of Electronic Portfolio Implementation***, provides guidelines for using electronic portfolios. These activities may be used in FCCLA for Dynamic Leadership, Leaders at Work, and Career Connection.

(TEKS 15A, 15B)

TA 21 a-b Management of Multiple Roles

#13 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Distribute copies of Teaching Aids 21a-b, ***Management of Multiple Roles***, for each student to read. In small groups or individually, have students discuss the strategies listed in the information sheet. Have students share their responses.

(TEKS 15A, 15B)

TAKS READING

TAKS WRITING

#14 INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Divide the class into small groups. Assign each group an article from a newspaper or magazine on the conflicts and challenges of managing multiple family, community, and wage-earner roles. Magazines that feature such articles include the following: *Good Housekeeping, Family Circle, Woman's Day, Women Today, Parents, Redbook, Working Mother*, as well as many others. Students could also search for articles on the Internet. See the Resource section for Web sites for each magazine. Have each group read the assigned article and prepare a written and an oral presentation on the strategies discussed in the readings.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 3

Providing Quality Service

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

9G Practice effective management of resources.
10A Describe roles and responsibilities in foodservice operations.
10B Analyze personal qualities and skills required of foodservice employees.
10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.
10E Perform appropriate tasks in foodservice according to industry standards.
10F Practice cost control techniques in foodservice operations.
11A Identify potential clients and their foodservice needs.
11B Compare various ways of building and maintaining client-based services.
11C Analyze various companies' practices regarding customer satisfaction.
11D Apply techniques that promote customer service and satisfaction.
11E Utilize strategies for complaint resolution.
11F Demonstrate friendly customer service.
11G Evaluate criteria affecting quality service.
12A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
12C Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork, and leadership.
12D Evaluate the relationship of good physical and mental health to job success and achievement.
12E Demonstrate appropriate grooming and appearance for the workplace.
12F Demonstrate appropriate business and personal etiquette in the workplace.
12G Exhibit productive work habits and attitudes.

Chapter Vocabulary

a la carte
attitude
club breakfasts
expediter
gratuities
human relations
nonverbal communication
personality
selling up
suggestive selling
table d'hôte
total quality service

RESOURCES

Agencies and Organizations

International Council on Hotel, Restaurant, and Institutional Education

National Restaurant Association

Texas Restaurant Association

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons

Jackson, Tom. (1993). *Activities That Teach*. Cedar City, Utah: Red Rock Publishing.

Jackson, Tom. (1995). *Still More Activities That Teach*. Cedar City, Utah: Red Rock Publishing.

Jackson, Tom. (2002). *Conducting Group Discussions with Kids*. Cedar City, Utah: Red Rock Publishing.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking*. Glencoe: Peoria, IL

Web Sites

CuisineNet Digest: Seamless Service
www.cuisinenet.com/digest/custom/restaurant/seamless_service.shtml

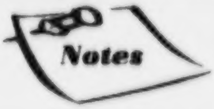
Customer Service Resource Center
www.therightanswer.com

Supporting Human Capital Development
www.youachieve.com

#1 INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Provide each student with a copy of Teaching Aids 22a-e, ***Self-Evaluation Checklist for Foodservice Employees***. Have students complete the checklist. As a follow-up activity, have students write a brief essay - one page or less - highlighting the personal skills they possess that make them good employees or candidates for employment in the food production and services industry.

Variation: Have students write a letter of application for employment instead of the essay.



(TEKS 10A, 10B, 12D, 12E, 12F, 12G)

TA 22a-e Self-Evaluation Checklist for Foodservice Employees

TAKS READING TAKS WRITING

#2 OBSERVATION

Provide each student with a copy of Teaching Aid 23, ***Observation: Personal Skills for Foodservice Occupations***. Have each student choose a local restaurant to visit. For students employed at restaurants, instruct them to observe restaurants other than their places of employment. Instruct students to observe personal skills demonstrated by the staff, such as personal appearance, personality, attitude, and forms of communication. Have students report on their observations by completing the observation form. **Note**: Give students clear directions on observation techniques, such as not to discuss any observations during the dining experience and not to make obvious notes in the presence of the staff. As a follow-up activity, have students share their observations.

(TEKS 10B, 11F, 11G)

TA 23 Observation: Personal Skills for Foodservice Occupations

#3 PROBLEM SOLVING

Have students who are working or have worked in foodservice share actual situations that have created conflict among employees, or give case situations from personal observations for the students to discuss. Ask students for possible solutions, then discuss which solution would solve the problem with the least conflict.

Teaching Aid 24, ***T-Chart Template***, provides a format for a T-Chart. The terms "if" (situation) and "then" (solution) could be used for this activity.

(TEKS 10A, 10B, 11A, 11D, 11E, 11F, 11G)

TA 24 T-Chart Template

#4 BRAINSTORMING

Provide each student with a copy of Teaching Aid 25, ***Human Relations***. Discuss the "Secrets of Success" and how these points can help develop good relations with co-workers and customers. Have students brainstorm additional ways to build good relations (e.g., be courteous and considerate, cooperate with others, be willing to learn from others, help build a spirit of teamwork, be on time, be supportive, share the credit).

(TEKS 10B, 11B, 12C, 12F, 12G)

TA 25 Human Relations

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#5 SKIT

(TEKS 10A, 10B, 10E, 11A, 11D, 11G, 12A, 12C)

Divide the class into small groups. Have each group draw one slip of paper on which is written a type of customer: rushed guest, indecisive guest, dieting guest, noisy guest, angry guest, complaining guest, joking or overfamiliar guest, young guest (child), older guest, guest with visual impairment, and guest with physical disability. Instruct each group to develop and perform a skit in which the foodservice workers demonstrate skills for handling guests with special needs.

#6 GROUP ACTIVITY/PROBLEM SOLVING

(TEKS 10B, 11A, 11B, 11C, 11E, 11F, 11G, 12A, 12F)

TA 26a-b The Happy Customer

TA 26c-d The Happy Customer Answer Sheet

Divide the class into small groups. Provide each group with a copy of Teaching Aids 26a-b, ***The Happy Customer***. Instruct groups to read the description of each situation and the choices presented. Have groups discuss and choose the best answer. As a class, share results and refer to Teaching Aids 26c-d, ***The Happy Customer Answer Sheet***. Have students who are working or have worked in food production and services share their experiences and resolutions. As a follow-up activity, have groups brainstorm other possible ways in which the situation can be handled effectively.

#7 CLASS DISCUSSION/INTERVIEW

(TEKS 3G, 10A, 10F)

Lead a class discussion on ways that service personnel can help reduce costs and save money in the foodservice establishment. Have students who are working or have worked in the food preparation and service industry share their experiences in this area.

Key Questions
- How can breakage of dishes and glassware be controlled?
- How can waste of food and supplies be reduced?

As a follow-up activity, have students who are employed in the industry interview their supervisors about ways to reduce costs and save money. Have students share their findings with the class.

#8 CLASS DISCUSSION/GRAPHIC ORGANIZERS

(TEKS 10A, 10B, 10C, 11D, 11G, 12A)

Lead a class discussion on the importance of teamwork in the foodservice industry.

Key Questions
- How are tasks divided among front-of-the-house staff? back-of-the-house staff?
- Why is it necessary to divide tasks?

Divide the class into small groups. Have groups illustrate teamwork by creating graphic organizers or flow charts. Have each group present its visual display to the class.

Possible resources include the following Web sites:

- CuisineNet Digest: Seamless Service
  www.cuisinenet.com/digest/custom/restaurant/seamless_service.shtml
- Hosteur Magazine
  www.chrie.org

Variation: Have students visit local foodservice establishments to observe teamwork among front-of-the-house staff. Have students share their observations in class.

Key Questions

- What types of tasks were performed?
- In what ways did the staff work as a team?
- How does working as a team contribute to client satisfaction?

#9 OBSERVATION/CLASS DISCUSSION

(TEKS 10A, 10B, 10C, 11D, 11G)

TAKS WRITING

Instruct students to take two customer comment cards after eating at a foodservice establishment. Have students fill out one card soon after leaving the foodservice establishment. Instruct students to bring both cards to class. As a class, have students share their comments. **Note:** Good comments are as welcome as negative comments. Have students rewrite their comments onto the second comment card. Send the comment cards to the foodservice establishment. Follow up on the number of students who hear back from the foodservice establishment.

Variation: Have students develop a comment card for the "perfect" restaurant. Have students write a manager's response to an unhappy customer.

FCCLA

FCCLA ACTIVITIES

- Leaders at Work
- Career Connection
- STAR Events: Illustrated Talk; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 4

Forms of Service

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

4B Describe forms of service utilized in foodservice establishments for presenting food to guests.

7G Use appropriate terminology related to the food production and service industry.

10A Describe roles and responsibilities in foodservice operations.

10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.

10D Select equipment and utensils appropriate for prescribed tasks.

10E Perform appropriate tasks in foodservice according to industry standards.

Chapter Vocabulary

American service
banquet service
buffet service
chef de rang
cold course
commis de rang
counter service
cover
English service
family service
French buffet
French-style service
gueridon
host or hostess
maître d'
plates the food
rechaud
Russian service
silencer
smorgasbord
table tents
tines
trayline service
tureens

RESOURCES

Books and Publications

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Goodheart-Willcox: Tinley Park, IL.

Nasco. *Napkin Folding Techniques.*

Web Sites

American School Foodservice Association
www.asfsa.org

CuisineNet Digest
www.cuisinenet.com/digest/custom/restaurant/timeline.shtml

Epicurean Online Magazine
www.epicurean.com

National Association of College and University Food Service
www.nacufs.org

National Restaurant Association
www.restaurant.org

Nation's Restaurant News
www.nrn.com

Robbies Kitchen: Napkin Folds
www.geocities.com/robbiehaf/RobbiesKitchen/NapkinFolds.html

Texas Restaurant Association
www.restaurantville.org

Notes

#1 VISUAL DISPLAY

Divide the class into six groups. Have each group draw a slip of paper from a container. On the slips of paper, have written forms of foodservice, such as counter service, trayline service, and seated service including American, French, Russian, and English. Instruct each group to design a bulletin board, poster, or other type of visual display depicting the form of service chosen. Teaching Aid 1, ***Sample Visual Display Rubric,*** or another evaluation device that students may have previously developed, could be used to evaluate their work.

(TEKS 4B, 7G, 10C, 10D, 10E)

TA 1 Sample Visual Display Rubric

#2 GAME

Divide the class into small groups. Provide each group with ten 3x5 cards. Have each group write at least ten questions with correct answers related to forms of service (answer on the front, question on the back). Instruct groups to use the Reference Book as a resource for information. Use the questions as the subject matter for a game of "Jeopardy." Refer to Teaching Aid 27, ***"Jeopardy" Game Instructions,*** for detailed instructions to the "Jeopardy" game.

(TEKS 4B, 7G, 10A)

TA 27 "Jeopardy" Game Instructions

#3 DEMONSTRATION

Ask students to identify items needed to set a table. Divide the class into groups, and instruct each group to set a table for a specified meal and a particular type of service. Have each group explain its table setting to the other students. Correct and explain any misinformation the students give in their reports to the class.

(TEKS 4B, 7G, 10C)

#4 INDIVIDUAL ACTIVITY

Have students view a video on decorative napkin folding techniques. (Refer to the Resources List located in the back of this Curriculum Guide for names of distributors). Use Teaching Aids 28 and 29, ***Simple Napkin Folds*** and ***Elaborate Napkin Folds.*** Explain to students that folding cloth napkins may be part of the sidework duties between serving hours in some restaurants.

Provide cloth napkins for students to practice the different types of folds. For more information, go to: www.geocities.com/robbiehaf
Explain the importance of using only spotlessly clean napkins and treating all linens with care. Ask students employed by foodservice establishments to share and demonstrate types of napkin folds not included on the Teaching Aids.

(TEKS 4B, 7G, 10C)

TA 28 Simple Napkin Folds

TA 29 Elaborate Napkin Folds

Key Questions

- Which napkin folds were the easiest?
- Which would be the most decorative?

#5 BRAINSTORMING

(TEKS 4B, 7G, 10A)

Lead students to brainstorm types of service found in foodservice units. On a board, posterboard, or large sheets of paper, write the following headings:

- Counter Service
- Trayline Service
- Seated Service
- Service Combinations

For each of the heading categories, have students call out names of restaurants, institutional foodservice units, entertainment establishments, and hospitality/travel venues that fall within that category. For example, school cafeterias fall under the Trayline Service category. Following the brainstorm session, lead a class discussion on criteria that distinguishes each of the types of service and how each provided example fits the criteria.

Key Questions

- What criteria would best identify counter service? tray service? seated service? service combinations?
- Which of the categories are you most familiar with?

#6 RESEARCH/GROUP ACTIVITY

(TEKS 4B, 7G, 10A)

Divide the class into six groups. Have each group select or draw a type of seated service to research: American, French, Russian, English, Buffet, or Banquet. Instruct students to use the telephone book, travel guides, or the Internet to locate foodservice establishments that use the type of seated service selected by their group. Have students locate at least three different establishments. In addition to the names of the foodservice establishments, have students justify their choices by using some or all of the criteria provided in the Forms of Service section of the Reference Book.

Potential resources include the following Web sites:

- Epicurean Online Magazine
  www.epicurean.com
- Internet Search Engine
  www.search.eathere.com (Go to Recreation or Dining Guides.)

FCCLA ACTIVITIES

- STAR Events: Culinary Arts, Illustrated Talk, Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

#7 PROJECT

(TEKS 4B, 7G, 10C)

Have students create a placemat with place setting out of construction paper. The goal of the activity is to help students remember basic place settings. Placemats could be laminated after items (e.g., utensils, plates, cups) have been glued down.

Variation: Have students develop place setting examples generated on the computer with drawing software. Examples could be compiled into a classroom file or used as posters.

Chapter 5

Table Service

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
10A Describe roles and responsibilities in foodservice operations.
10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.
10E Perform appropriate tasks in foodservice according to industry standards.
10G Apply available technology in foodservice.
11D Apply techniques that promote customer service and satisfaction.

Chapter Vocabulary

banquette (sofa seat)
checker
table service
table-service restaurants

RESOURCES

Books

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Goodheart-Willcox: Tinley Park, IL

Web Sites

CuisineNet Digest: Seamless Service
www.cuisinenet.com/digest/custom/restaurant/seamless_service.shtml

Customer Service Resource Center
www.therightanswer.com

Hospitality News
www.hospitalitynewsgroup.com

National Restaurant Association
www.restaurant.org

WaitersWorld
www.waitersworld.com

Notes

#1 ROLE PLAY

Have students practice and discuss correct techniques for greeting and seating guests and presenting menus as outlined on pages 46–47 of the Reference Book. Have students take turns playing various roles. "Guests" should be grouped in different sized parties to present a variety of possibilities for the practice session.

(TEKS 7G, 10A, 10C, 10E, 11D)

Key Questions

- What should the host/hostess do if the party does not have reservations?
- How might the size of the party affect where the greeter seats the guests?
- What should be done if guests cannot be seated immediately?
- To whom should the first menu be presented?
- From which side are menus presented?
- What information should be provided while guests study the menu?

#2 ROLE PLAY

Divide the class into groups to role play the correct procedures for taking orders. As each group presents its role play, lead students to evaluate the techniques demonstrated and suggest ways to improve the procedures. Lead a class discussion on procedures for taking orders.

(TEKS 7G, 10A, 10C, 10E, 11D)

Key Questions

- How does the employee know that the customer is ready to order?
- How does the employee remember which order belongs to each person?

#3 GROUP ACTIVITY

Duplicate copies of Teaching Aid 30, ***Sample Guest Check***, or provide actual guest check pads for students to practice taking orders. Ask students to review the abbreviations included on pages 49-52 of the Reference Book. Provide sample menus for students to practice taking orders (using abbreviations) from each other. As a follow-up activity, place the written orders in a container. Mix up the orders, and have students draw one and interpret it for the class. **Note**: If students have trouble writing, list the menu items on the ticket, so the student can check items the customer orders by number; a help for both poor readers and writers is to use numbered menu items so that customers order by number. Make it clear that to be employable as a foodserver, a student must possess sufficient reading and writing skills. Also, point out that the method of taking food orders will vary between restaurants, and it is important to learn the method practiced at a specific establishment.

(TEKS 7G, 10A, 10C, 10E, 11D)

TA 30 Sample Guest Check

TAKS READING

TAKS WRITING

#4 EDUCATIONAL TOUR/WRITTEN EXERCISE

Have students explore types of technology used in the food production and service industry. Arrange for students to tour a restaurant or some

(TEKS 7G, 10A, 10C, 10E, 10G, 11D)

TAKS WRITING

other type of establishment. As a follow-up activity, have students write a reflection paper.

Key Questions
- What types of technology were you previously aware of?
- What types of technology were you introduced to?

(TEKS 7G, 10A, 10C, 10E, 10G, 11D)

#5 PANEL DISCUSSION

Invite some experienced foodservers to speak to the class on placing, timing, and picking up orders. In the panel, include students who are currently employed or have previously worked in foodservice.

Key Questions
- How does the foodserver know when the order is ready?
- Which foods are picked up last?
- What is the best method for checking the order?
- When should serving equipment be collected?

(TEKS 7G, 10A, 10C, 10E, 11D)

TA 31 Ten Rules for Table Service

FCCLA

FCCLA ACTIVITIES

- STAR Events: Culinary Arts, Illustrated Talk, Applied Technology

#6 GROUP ACTIVITY/DEMONSTRATION

Use Teaching Aid 31, ***Ten Rules for Table Service,*** to review guidelines. Divide the class into small groups to demonstrate foodservice techniques for breakfast, lunch, and dinner.

Depending on the number of students, there may be more than one group for each meal service. Ask students in the breakfast group to demonstrate the sequence of steps in serving breakfast by using empty dishes. Have some student "guests" seated at tables. Have students in the lunch and dinner groups show the service of soup, salad, entree, bread, beverage, and dessert. Discuss ways in which the type of meal served affects the table service.

Key Questions
- How is the breakfast customer different from customers at lunch or dinner?
- How does the timing of food and service differ from breakfast, lunch, and dinner?

(TEKS 7G, 10A, 10C, 10E, 11D)

TA 32 Steps for Removing Dishes from Occupied Tables

TA 33 Clearing Dishes from a Vacant Table

#7 ROLE PLAY

Use Teaching Aids 32, ***Steps for Removing Dishes from Occupied Tables,*** and 33, ***Clearing Dishes from a Vacant Table,*** to review guidelines. Set several tables to appear as they might at the end of a meal. Let students role play to practice removing plates using the procedures outlined in the Teaching Aids. Ask students who play the roles of guests to suggest ways to improve the removal of dishes.

Chapter 6

Sidework

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

3B Describe various types of food production and service operations.

7G Use appropriate terminology related to the food production and service industry.

10A Describe roles and responsibilities in foodservice operations.

10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.

10E Perform appropriate tasks in foodservice according to industry standards.

Chapter Vocabulary

- booster stand
- flatware
- glassware
- litter picker
- mechanical impact
- place setting
- plateware
- portion packs
- service duties
- service stand
- serviceware
- side stand
- sidework
- table setting
- tabletop
- thermal shock
- work station

RESOURCES

Book

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Web Sites

CuisineNet Digest: Seamless Service
www.cuisinenet.com/digest/custom/restaurant/seamless_service.shtml

Customer Service Resource Center
www.therightanswer.com

Hospitality News
www.hospitalitynewsgroup.com

National Restaurant Association
www.restaurant.org

WaitersWorld
www.waitersworld.com

#1 INTERVIEW/GRAPHIC ORGANIZER

Ask students to interview the owners or managers of various types of foodservice establishments. Students who are employed in foodservice may interview their employers or pull from their personal experiences. Have the owners or managers describe the responsibilities of their employees regarding sidework. Students could generate a spreadsheet of the described tasks, and it could be used as a classroom resource.

As a follow-up activity, lead a discussion of the similarities and differences between the sidework duties for different types of foodservice establishments. Divide the class into small groups. Provide each group with copies of Teaching Aid 24, ***T-Chart Template***, or Teaching Aid 34, ***Venn Diagram***. Instruct each group to illustrate the differences discussed using T-Charts, Venn Diagrams, or other types of graphic organizers. Have each group share its illustration with the class.

Notes

(TEKS 3B, 7G, 10A, 10C, 10E)

TA 24 T-Chart Template

TA 34 Venn Diagram

TAKS WRITING

Key Question

- How do sidework duties differ according to types of foodservice establishments, such as fast food, cafeterias, and sit-down dining (i.e., family style and dinner house)?

Variation: Lead a discussion on opening and closing sidework duties. Provide each student with a copy of Teaching Aid 24, ***T-Chart Template***. Have students complete the Teaching Aid by listing the duties as they are discussed.

Key Questions

- How are the opening and closing duties different? similar?
- What jobs would be done only at the end of the day? why?

Variation: Lead a discussion on types of sidework duties associated with opening and closing the foodservice establishment and duties performed during service hours. Provide each student with Teaching Aid 34, ***Venn Diagram***. Have students complete the Teaching Aid as the types of duties are discussed.

Key Questions

- What types of jobs are continuously performed during the serving hours?
- How do the duties performed at various times of the day differ? How are they similar?

#2 DEMONSTRATION

Divide the class into small groups. Explain to students that each group will demonstrate aspects of work area duties as described in the Reference Book, pages 64-68.

(TEKS 7G, 10A, 10C, 10E)

Ideas for demonstrations include but are not limited to the following:

- Tabletop accessories, including proper place settings
- Types of serviceware, including how to select and check for cleanliness
- Setting and resetting tables
- Dusting furniture, walls, and curtains
- Dusting floors
- Vacuuming floors

#3 INDIVIDUAL ACTIVITY

(TEKS 7G, 10A, 10C, 10E)

Assign the class a duty chart that rotates weekly or bi-weekly. One of the assigned duties is to be responsible for the sidework. Have each student design their own set up and responsibility schedule.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Chapter Service Project
- Community Service
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 7

Counter Service and Self-Service

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

4B Describe forms of service utilized in foodservice establishments for presenting food to guests.
6A Summarize legislation, government regulations, and public policy affecting the food production and service industry.
7G Use appropriate terminology related to the food production and service industry.
8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.
8B Practice correct sanitation procedures in food production and service operations.
8C Describe foodborne illness, their causes, and prevention methods.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
8F Maintain acceptable standards in employee grooming, health, and hygiene.
8G Utilize procedures that protect the environment.
8H Describe environmental factors affecting safe food production.
10A Describe roles and responsibilities in foodservice operations.
10B Analyze personal qualities and skills required of foodservice employees.
10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.
10E Perform appropriate tasks in foodservice according to industry standards.
10G Apply available technology in foodservice.

Chapter Vocabulary

automat
automated self-service
buffet service
cafeteria service
counter service
drive-thru pick-up
quick-service restaurants
runners/supply workers
self-service
self-service restaurants
self-sufficient back bar
take-out service
vending machines

RESOURCES

Book

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Molt, Mary K. (2001). *Food for Fifty* (11th Ed.). Upper Saddle, NJ: Prentice-Hall.

Splaver, B., and Reynolds, W. N. (1991). Successful Catering (3rd Ed.). New York, NY: John Wiley & Sons.

#1 RESEARCH/VISUAL DISPLAY

Divide the class into small groups. Explain that each group is to research and prepare a visual display that illustrates types of counter service or self-service restaurants. Visual displays may include posters, bulletin boards, PowerPoint presentations, video recordings, newsletters, and brochures. Have each group draw from a container a type of counter service or self-service restaurant. These types may include but are not limited to the following:

- Counter service – snack bars, fountain-grill services, coffee shops, drive-ins, and diners
- Self-service – cafeterias, buffets, takeouts, drive-thru pickups, and automated vending machines

Ideas for researching and creating the display include the following:

- Interviews with employees or managers regarding sidework duties, foodservice responsibilities, and related duties
- Floor plans including workstations, counter setups, and equipment placements
- Equipment used in the foods preparation and customer service
- Sequence of events from the time the customer enters or makes contact with the establishment – this can be shown in a flowchart
- Photos of the establishments researched

Teaching Aid 1, ***Sample Visual Display Rubric***, Teaching Aid 35, ***Activity Assessment***, and Teaching Aids 36a-b, ***Brochure Assessment***, may be used for evaluating the visual displays.

Notes

(TEKS 4B, 7G, 10A, 10C, 10E, 10G)

TA 1 Sample Visual Display Rubric

TA 35 Activity Assessment

TA 36a-b Brochure Assessment

TAKS READING TAKS WRITING

#2 WRITTEN EXERCISE

Lead students to brainstorm the definition of sanitation. Have students discuss the importance of sanitation and ways in which foodservice employees can practice sanitation. After the discussion, have students write a one-page essay on foodservice employees and sanitation. Have students use the Reference Book, classroom resources, or the library as resources. Integrate technology by having students write essays using a word processing system.

(TEKS 7G, 8A, 8B, 8F, 8H, 10A, 10B)

TAKS READING TAKS WRITING

#3 GUEST SPEAKER/WRITTEN EXERCISE

Invite a health department representative to speak to the class regarding governmental regulations for food safety in the food industry. Topics the speaker might address include the following: government standards and inspections; regulations set to reduce incidence of food-borne illness; and major causes of food-borne illness and food contamination in food handling, preparation, and service. As a follow-up activity, have students write a summary statement or paragraph about each topic covered in the presentation. For this activity, students will need a list of the topics or questions to be addressed by the guest speaker in advance of the presentation so that they may make notes to use in their summaries.

(TEKS 6A, 7G, 8A, 8B, 8C, 8E, 8F, 8G, 10A, 10B)

TAKS WRITING

BEST COPY AVAILABLE

Note: Refer to Chapters 12 and 15 for additional teaching strategies covering employees and sanitation.

#4 GROUP ACTIVITY

(TEKS 10A, 10C, 10E)

Arrange for the class to observe as the school cafeteria prepares for lunch service if scheduling permits. Have students observe how the following tasks are performed:

- polishing and cleaning surfaces
- replenishing supplies
- assembling condiments and prepackaged food items
- preparing cold pans or table
- preparing steam tables and hot counters
- assembling an adequate supply of dishes, flatware, and serving utensils
- preparing hot and cold beverages
- arranging attractive displays of hot and cold foods

If scheduling prevents observation as the cafeteria prepares for lunch service, visit the cafeteria with the class when it is not in use and demonstrate the preparation jobs that take place in different areas.
Note: Health permits may be necessary to achieve this activity.

#5 DEMONSTRATION

(TEKS 4B, 7G, 10A, 10C, 10E)

Demonstrate portioning and serving food as it would be done in a cafeteria. Include examples of salads, entrees, and vegetables. Explain how desserts are pre-portioned prior to serving hours.

Key Questions

- Why is portioning so important?
- Why should food particles be wiped from the rims of plates before handing them to customers?
- Why is it important for food to be attractively displayed?

FCCLA

FCCLA ACTIVITIES

- STAR Events: Culinary Arts, Illustrated Talk, Applied Technology

#6 LABORATORY EXPERIENCE

Have students arrange a buffet serving line for a luncheon.

Key Questions

- Where are the guest plates placed?
- What types of food are included on the buffet table?
- Can the guests walk around the table easily and serve themselves?
- How will beverages, bread and butter, and desserts be served?

(TEKS 4B, 7G, 10A, 10C, 10E)

Variation: This type of service may be set up with empty, labeled dishes to provide students practice. Students could also practice arranging for different kinds of buffet meals.

Chapter 8

Specialized Types of Foodservice

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

4B Describe forms of service utilized in foodservice establishments for presenting food to guests.

7G Use appropriate terminology related to the food production and service industry.

9I Describe food production skills, procedures, and techniques utilized in catering and other specialized food production operations.

10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.

10E Perform appropriate tasks in foodservice according to industry standards.

10G Apply available technology in foodservice.

Chapter Vocabulary

- accommodator service
- American banquet service
- canned heat
- carhops
- car service
- catered service
- caterer
- dais
- floaters
- food art
- food checker
- mobile unit catering
- off-premises catering
- on-premises catering
- packing list
- passenger tray service
- room service
- Russian banquet service
- tallow
- tray service

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Molt, Mary K. (2001). *Food for Fifty* (11th Ed.). Upper Saddle, NJ: Prentice-Hall.

Web Sites

Internet Search Engines
www.google.com
www.altavista.com
www.looksmart.com

Notes

#1 PROBLEM SOLVING

Have students work with a partner. Direct students to review Figure 8.1, *Table Arrangements Using Oblong Tables*, in the Reference Book. Have students work with paper cut to scale of tables and arrange the different shapes on floor plans of banquet rooms. Have them work out the best arrangement for parties of 20, 35, 50, and 100 persons in different sizes of rooms.

Variations: Table arrangements could also be computer-generated using a "drawing" program or magnets could be used for cutouts.

(TEKS 7G, 10E)

#2 INDIVIDUAL ACTIVITY

Have students use the Reference Book, pages 85 -86, to review procedures for room set-up for special occasions. Instruct students to complete Parts A and B of Activity 8.2, *Illustrating*, in the Student Activity Book, page 63. Ask volunteer students to share their illustrations with the class.

(TEKS 7G, 10E)

#3 INTERNET SEARCH/ACTIVITY

Have students perform an Internet search to locate information on types of catering services. Provide each student with a copy of Teaching Aid 37, ***Catering Services Worksheet***. Instruct students to complete the Teaching Aid with information from the catering services Web site. In addition to the Teaching Aid, have students print out the homepage of the catering service and attach it to the completed worksheet.

Have students type in the search words, catering services, using one of the Search Engines listed:

- Google
  www.google.com
- Alta Vista
  www.altavista.com
- Look Smart
  www.looksmart.com

(TEKS 4B, 7G, 9I, 10E, 10G)
TA 37 Catering Services Worksheet

#4 GUEST SPEAKER/WRITTEN EXERCISE

Invite a local caterer to speak to students on catering services. Have students write a summary of the visit.

(TEKS 4B, 7G, 9I, 10E, 10G)

Key Questions

- What types of businesses provide catering services?
- How does catering differ from restaurant food service?
- What types of functions do caterers service?
- What items may be provided by the caterer in addition to the prepared food?
- Which styles of service are used by caterers?

Variations:

- Arrange for students to visit a restaurant that also offers catering services. Have students write a brief summary of the visit.

- Invite a panel of business people from varying types of catering services to speak with the class (e.g., vending services, special occasions, business functions). Have students prepare questions prior to the visit.

(TEKS 4B, 7G, 9I, 10C, 10E, 10G)

#5 PROJECT

Have students plan an actual or faux event and seek bids from three different caterers. Students could use E-mail or telephone interviews to seek the information. Ask students to compare and contrast the services and costs of each caterer.

(TEKS 4B, 7G, 9I, 10E)

#6 EDUCATIONAL TOUR

Arrange for students to visit the foodservice operations in a hospital or long-term care facility to observe trayline workers assemble food items.

Key Questions
- What is the difference between centralized and decentralized tray service?
- What is the purpose of having a "food checker"?

FCCLA ACTIVITIES

- STAR Events: Culinary Arts, Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

(TEKS 4B, 7G, 9I, 10C, 10E, 10G)

#7 VIDEOTAPE/VISUAL DISPLAY

Have students view a food presentation and artistic techniques video. (Refer to the Resources List located in the back of this Curriculum Guide for video distributors.)

Key Questions
- What types of examples were provided for food presentation?
- How does food showmanship add to the appeal of foods?

As a follow-up activity, have students prepare posters illustrating types of food presentation and artistic techniques. Provide a variety of food magazines from which students can obtain pictures. Display the posters in the classroom.

(TEKS 4B, 7G, 10C, 10E, 10G)

TA 38 Place Settings for Tray Service

TA 39 Setting Up the Tray

TA 40 Standards for Tray Service

#8 LABORATORY EXPERIENCE

Have students view Teaching Aid 38, ***Place Settings for Tray Service***, Teaching Aid 39, ***Setting Up The Tray***, and Teaching Aid 40, ***Standards for Tray Service***. Ask students to prepare and present a tray that is attractive, palatable, and would meet the expectations of patients or customers. Ask students to point out the specific characteristics that make this tray meet certain standards.

Chapter 9

The Check, Change, and Gratuities

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

10A Describe roles and responsibilities in foodservice operations.

10B Analyze personal qualities and skills required of foodservice employees.

10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.

10E Perform appropriate tasks in foodservice according to industry standards.

10F Practice cost control techniques in foodservice operations.

11D Apply techniques that promote customer service and satisfaction.

11G Evaluate criteria affecting quality service.

12A Demonstrate effective verbal, nonverbal, written, and electronic communication skills.

Chapter Vocabulary

- cashier
- cash over
- cash short
- check tray
- computing the check
- Employee's Report on Tips to Employers
- Fair Labor Standards Act
- gratuity
- IRS Form 8027
- service charge
- subtotal
- tax table
- Tip Reporting Alternative Commitment (TRAC)

RESOURCES

Books

Brenner, Mark L. (2001). *Tipping for Success: Secrets for How to Get In and Get Great Service.* New York, NY: Brenmark House.

Knight, J. B. and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Teaching Kit

Dollars and Cents Kit. (2002). Verona, WI: Attainment Company, Inc.
(*Making Change* CD-ROM [talking software program] is also available.)

Web Sites

Funbrain
www.funbrain.com

Mastercard
www.mastercard.com

Visa
www.visa.com

CH 9

Notes

#1 PROBLEM SOLVING

Demonstrate how to use a tax table to find the amount of tax to be added to the guest check. Have students complete Activity 9-1, *Application*, on page 68 in the Student Activity Book. As a follow-up activity, show students how to figure the tax without a tax table by following the steps below:

- Step 1 - Multiply the subtotal on the check by the sales tax rate to find the amount of tax for the check.
- Step 2 - Add the amount of the tax to the subtotal to find the total amount of the check.

Provide examples of check subtotals for students, and assist them as they practice computing check totals without a tax table.

(TEKS 10A, 10B, 10E, 11D, 11G, 12A)

TAKS MATH

#2 SKIT

Have students present skits of servers presenting checks to guests. Lead students to evaluate the techniques portrayed in the skits.

(TEKS 10B, 10C, 10E, 11D, 11G, 12A)

Key Questions

- When is the correct time to present the check?
- How was the check presented? Is this the correct procedure? why? why not?
- Where should the check be placed when the host is known? when the host is unknown? when a man and woman are dining together?

#3 GROUP ACTIVITY

Divide the class into small groups. Assign each group to develop charts that list common policies for handling credit cards. Be sure the charts include information such as that listed on pages 95–96 of the Reference Book. Instruct each group to base their chart on actual procedures followed at a specific foodservice establishment. Have all groups present and explain their charts to the class, and lead students to analyze and compare the similarities and differences in procedures followed at various establishments.

(TEKS 10C, 10E, 11D, 11G, 12A)

TAKS MATH

Key Questions

- Why is it important to verify that the credit card is signed by the holder?
- Through what methods can credit authorization and verification be obtained?
- What procedures are based on automated, computerized systems?
- What credit card safeguards should be practiced regardless of the mechanical system in place for processing charges?

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(TEKS 10A, 10B, 10E, 11D, 12A)

TA 41a Check These Checks

TAKS MATH

#4 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Distribute copies of Teaching Aid 41a, ***Check These Checks***. Have students work independently. Instruct students to complete the Teaching Aid by circling the mistakes on each of the checks. As a follow-up activity, lead a class discussion on each example.

Key Questions

- Why should the numerical dollar amount and written dollar amount on personal checks match?
- What are some safety measures taken by foodservice operations that accept personal checks as payment for services rendered? What are some ways in which these safety measures serve to protect the establishment?
- What are some factors to check when accepting personal checks?

(TEKS 10A, 10B, 10C, 10E, 10F, 11D, 12A)

TAKS MATH

#5 LABORATORY EXPERIENCE

Divide the class into pairs. Provide students with play money bills and coins to practice making change. Have students refer to Activity 9-2, *Application*, on pages 69-70 in the Student Activity Book. Instruct students to take turns playing the role of restaurant cashier by completing the guest checks and making change. **Note**: Be sure students leave the customer's money on the outside of the register until the change is given and count the change twice – once when taking it out of the cash drawer and again when placing it in the customer's hand.

(TEKS 10A, 10B, 10C, 10E, 10F, 11D, 12A)

TAKS MATH

#6 CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion on preparing a cash register report to close the cash register. Review the steps listed on page 97 of the Reference Book. Have students complete Activity 9-10, *Application*, on page 80 in the Student Activity Book. Review the completed activity as a class.

(TEKS 10A, 10B, 10C, 10E, 10F, 11D, 12A)

TAKS MATH

#7 CLASS DISCUSSION

Lead a class discussion on quick ways to figure 15 percent and 20 percent tips since a customer may request that the tip be added to the check. Have students practice this method using Activity 9-11, *Application*, on page 81 in the Student Activity Book.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 10

Safe and Efficient Workplace Practices

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

6A Summarize legislation, government regulations, and public policy affecting the food production and service industry.

6B Describe considerations regarding liability for injuries or damages to customers, employees, or facilities.

6C Interpret laws and policies pertaining to food production and service establishments.

7A Determine employer and employee responsibilities for workplace safety.

7B Evaluate regulations and standards guiding safety in the food production and service industry.

7C Identify major causes of accidents and ways to prevent them.

7F Analyze the division of workplace responsibilities.

7G Use appropriate terminology related to the food production and service industry.

Chapter Vocabulary

accident-prone
emotional or mental fatigue
fatigue
National Fire Protection Association
Occupational Safety and Health Act (OSHA)
physical fatigue

RESOURCES

Agencies and Organizations

Education Foundation of the National Restaurant Association

The National Registry of Food Safety Professionals

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Web Sites

Occupational Health and Safety Administration
www.osha.gov

Texas Department of Health
www.tdh.state.tx.us

U.S. Department of Labor
www.dol.gov

Videotape

Texas Restaurant Association:
- *Kitchen Safety–It's Up to You*

Notes

#1 GROUP ACTIVITY/RESEARCH

Divide the class into small groups. Have each group research information from the Internet, classroom resources, and the library about legislation, government regulations, and public policy affecting safety in the food production and service industry. As a component of students' work, have them investigate the laws, regulations, and policies that may affect their respective training stations or their pre-employment laboratory. Have each group share their findings with the class.

(TEKS 6A, 6B, 6C, 7A, 7B, 7F)

TAKS READING TAKS WRITING TAKS SOCIAL STUDIES

#2 INTERNET SEARCH

Have students do an Internet search of the Occupational Health and Safety Administration (OSHA) Web site. Have students gather information about OSHA and the safety regulations affecting foodservice facilities. Ask students to share their findings with the class.

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

TAKS READING

#3 VISUAL DISPLAY

Have students view samples of restaurant licenses or permits required of foodservice establishments. Ask students to list the kind of information included on the sample permits.

As an enrichment strategy, have students research information about restaurant licenses or permits required of foodservice establishments.

(TEKS 6A, 6C)

TAKS READING TAKS WRITING TAKS SOCIAL STUDIES

Key Questions

- Were the permits issued by the city, state, or federal agencies?
- How and when will the permit have to be renewed?
- Will inspection of the facilities be required for renewal?
- What type of fees were required to obtain a permit?
- What kinds of permits are required for the pre-employment laboratory setting?
- Where should permits be displayed?

#4 CLASS DISCUSSION

Provide a list of safety rules and regulations for the foodservice laboratory to each student. Post additional copies in strategic locations around the lab. Lead a class discussion on and review the safety rules and regulations frequently with the class. Ask safety questions frequently in class discussions and on quizzes or tests. See the Program Tools section of this Curriculum Guide for examples of safety rules and regulations.

(TEKS 6A, 6C)

TAKS READING TAKS WRITING

Key Questions

- What are some causes and preventative measures for falls? cuts? burns, shocks, and explosions? strains and bruises?
- What is the manager's role in accident prevention? employees?

Variation: Have students create a safety manual for the classroom lab.

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#5 BRAINSTORMING

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

Lead students to brainstorm major causes of foodservice accidents. Lead students to discuss why these accidents usually happen and what can be done to prevent the accidents.

As a follow-up activity to this strategy, have students examine the foodservice lab or place of employment to identify any potential safety hazards. After completing Chapters 11, 12, and 13, have students review the original list and add or delete items to create an accurate list of safety hazards in the laboratory.

Key Questions

- What potential hazards were identified?
- How can these accidents be avoided or diminished by an awareness of their existence?
- What could be done to reduce hazardous conditions in the laboratory?

#6 GROUP ACTIVITY

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

TAKS WRITING

Divide the class into groups. Assign each group one of the major accidents (fires and explosions, burns, shock, cuts, strains, and bruises) that occur in foodservice establishments. Have each group develop some type of visual (e.g., PowerPoint, poster, bulletin board) on its assigned accident. Ask students to include guidelines in preventing each accident. Have each group share its project.

#7 DEMONSTRATION

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

Demonstrate to students practices, such as safe gas range lighting techniques, safe and appropriate clothing for foodservice employees, safe methods for handling pots and pans to prevent burns, safe handling of broken glass, and the proper way to lift heavy items. Have students write a reflection of the demonstrations. Students can also demonstrate the techniques to their classmates. **Note**: For more information on fire safety, refer to Chapter 11.

#8 VIDEOTAPE

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

Have students view a videotape on workplace practices for foodservice or major causes of common foodservice accidents. See the Resources section for potential videos. Lead a class discussion about the videotape, including the accident prevention practices that were featured.

#9 CLASS DISCUSSION/INTERNET ACTIVITY

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

Lead a class discussion regarding OSHA's Hazard Communication Standard (HSC) and Material Safety Data Sheets (MSDS). Download the

HCS information and make this available to students, or have students use the computer and Internet to visit an OSHA Web site. Two OSHA Web sites include the following:

- OSHA Hazard Communication
  www.osha.gov/SLTC/hazardcommunications/index.html
- OSHA Material Safety Data Sheet
  www.osha.gov/Publications/MSDS/msdsform.html

Use Teaching Aid 42, ***What Is a Hazardous Substance?***, and Teaching Aids 43a-b, ***Material Safety Data Sheet***, to guide the discussion.

TA 42 What Is a Hazardous Substance?

TA 43a-b Material Safety Data Sheet

TAKS READING TAKS WRITING

TAKS SCIENCE

As a follow-up strategy, have students investigate the compliance to OSHA's HCS at their places of employment. Have students write a brief description of ways in which management provides information and employee training.

Key Questions

- What is the purpose of the Hazard Communication Standard (HSC)?
- How are Material Safety Data Sheets used in the workplace?
- How are workers protected by the HSC or right-to-know law?
- Why is it important for employees to be trained in Hazard Communication?

#10 INTERNET SEARCH/RESEARCH

Have students research workplace injuries associated with the food production, management, and services industry. Have students visit the OSHA Web site(s) that provide information regarding the poultry processing industry or grocery warehousing.

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

TAKS READING TAKS WRITING

TAKS SCIENCE

Potential resources include the following Web sites:

- OSHA Poultry processing industry eCat
  www.osha.gov/SLTC/poultry_ecat/index.html
- OSHA Ergonomic Solutions: Grocery Warehousing
  www.osha.gov/SLTC/grocerywarehousing_ecat/index.html

Have students use the Interactive sites to gather information on workplace industries associated with various job classifications. For instance, the poultry processing industry Web site provides information on such work areas as receiving/killing, sanitation work, cutting, deboning, and warehousing. Have students visit one or more of the areas and provide the following information:

- Name of work area
- Type of work performed (this may be more than one classification)
- Hazardous situations
- Possible solutions

Have students present their findings to the class.

Variation: Divide the class into small groups. Have each group design a visual (e.g., brochures, newsletters, bulletin boards) illustrating the researched information. Visuals may be generated using the computer and selected software programs.

#11 INTERNET SEARCH/RESEARCH

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

TAKS READING TAKS WRITING

TAKS SCIENCE

Have students research OSHA's general industry standards for fire safety and emergency evacuation using the interactive software available at the OSHA Web site. Have students work in pairs or in small groups. Instruct students to visit the Web site as though they are managers, owners, or operators of a food business. Have students name their businesses as they will need this information for the Web site. The OSHA Fire Safety Advisor Web site is located at *www.osha.gov/dts/osta/oshasoft/softfirex.html*

As the students work through the software, they will be interviewed about the business building, work practices, and policies at the facility to determine whether and how OHSA's Fire Standards may apply. Following the session, the Fire Safety Advisor will list the questions asked during the session and the given responses. Have the students organize the information and share their findings with the class.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

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Chapter 11

Emergency Procedures

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

6A Summarize legislation, government regulations, and public policy affecting the food production and service industry.

6B Describe considerations regarding liability for injuries or damages to customers, employees, or facilities.

6C Interpret laws and policies pertaining to food production and service establishments.

7A Determine employer and employee responsibilities for workplace safety.

7B Evaluate regulations and standards guiding safety in the food production and service industry.

7C Identify major causes of accidents and ways to prevent them.

7D Demonstrate emergency first aid procedures.

7E Follow employer policies for handling emergencies.

7F Analyze the division of workplace responsibilities.

7G Use appropriate terminology related to the food production and service industry.

Chapter Vocabulary

abdominal thrusts/
  Heimlich Maneuver
attention alert signal
chest thrusts
Class A fire
Class B fire
Class C fire
first-degree burn
PASS
second-degree burn
third-degree burn
tornado warning
tornado watch

RESOURCES

Agencies and Organizations

American Red Cross

Occupational Health and Safety Administration

Texas Cooperative Extension Service - Family and Consumer Sciences

Texas Department of Health

Texas Department of Public Safety

Web Site

National Fire Protection Association
www.nfpa.org

Notes

#1 GUEST SPEAKER

(TEKS 6B, 6C, 7A, 7D, 7E, 7G)

TAKS SCIENCE

Invite a fire department representative to speak to the class on fire prevention, smoke alarms, and fire extinguishing. Ask the speaker to explain why different types of fire extinguishers are used on different types of fires. Have students ask questions and develop a chart showing the most common types of fires, methods for extinguishing each, and practices that promote the safety of employees and customers. Have the firefighter demonstrate the correct use of fire extinguishers and allow students to practice using a fire extinguisher.

Key Questions

- What information should be provided to the fire department when reporting a fire?
- Why is it important to have an evacuation plan in case of a fire?
- How are smoke alarms used effectively?
- What is a fire extinguisher?
- What kinds of fires are most likely to occur in a foodservice establishment?
- Why are different types of fire extinguishers required for different kinds of fires?
- What consequences might result from the wrong type of fire extinguisher?
- What safety procedures should be followed when extinguishing a fire?
- How does knowledge of science concepts relate to safety?

#2 PROJECT

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F, 7G)

Have students find out what the fire escape plan is for their place of employment or laboratory setting. Ask them to diagram on paper the primary and secondary exits that may be used to evacuate people in case of fire.

Variation: Have students examine fire escape plans for primary and secondary exits on floor plans of several different foodservice facilities. Have students propose alternate escape routes.

Variation: Have students take part in practice fire drills throughout the year. During the drills, follow correct procedures for safety activities, such as extinguishing mock fires, evacuating customers, and calling for help.

#3 GROUP ACTIVITY

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F)

Divide the class into groups. Assign each group a weather emergency situation that is typical of the area. Have students role play an emergency dealing with customers at the foodservice facility. Examples of weather related emergencies that might be described or portrayed include a tornado, hurricane, flash flood, and power failure.

Variation: Have students develop an evacuation plan for a foodservice facility in the event of weather emergencies.

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F)

#4 INDIVIDUAL ACTIVITY

Have students locate a magazine or newspaper article about a foodservice establishment which required emergency procedures (medical, fire, etc.). Ask students to share their articles with the class.

Key Questions

- What emergency actions were taken in each of the stories?
- What changes could have been made in the actions?
- What could have prevented the need for the actions?

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F)

TA 44 Emergency Procedures

#5 TEAMWORK

Using Teaching Aid 44, ***Emergency Procedures***, copy the Teaching Aid on construction paper or tagboard. Cut out the individual cards and place them in a basket or some other type of container. Divide the class into teams. Have each team draw a card from the basket. Give the students an allotted time to determine what the correct procedures are in handling that specific emergency. Ask each team to share its responses. Have students determine if the procedures were correct or incorrect and how they should have been handled.

Variation: Have each team write a scenario about the topic that it selects. Ask each team to describe or role play the scenario.

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F)

#6 INDIVIDUAL ACTIVITY

Have students complete a T-Chart listing medical emergencies and non-medical emergencies. Ask students to share their responses with the class. As a class, compile the findings into a master list. Post the list in a prominent place in the classroom.

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F)

TAKS WRITING

TAKS READING

FCCLA

#7 CLASS DISCUSSION/PROJECT

Lead a class discussion on ways in which caregivers can promote the safety of employees and customers. Have students use textbooks, American Red Cross manuals, and the Internet to gather information about promoting safety and handling emergency situations. Divide the class into small groups. Have each group make a poster or some type of visual about guidelines for safety and for handling emergencies. The posters could contain information about first aid, such as cuts, bumps and bruises, burns, and choking.

As an FCCLA project, the students could display the posters in various places in the community. Students could also host a workshop on first aid and Cardiopulmonary Resuscitation (CPR).

Key Questions

- What types of accidents do employees normally have?
- How can accidents be prevented?
- Why should employers be concerned with the problem of employee safety?

#8 GROUP ACTIVITY/PROJECT

Have students complete CPR and first aid certifications with the American Red Cross or other agencies. Have students practice the steps in CPR and first aid for various situations (e.g., shock, severe burn, cut).

(TEKS 6A, 6B, 6C, 7A, 7D, 7E, 7G)

#9 CLASS DISCUSSION

Use Teaching Aid 45, ***First Report of Injury***, as a transparency or handout. It is a sample injury report form with details similar to those required by OSHA (Occupational Safety and Health). Lead a class discussion on the types of information needed to complete the form.

(TEKS 6A, 6B, 6C, 7A, 7B, 7C, 7F)

TA 45 First Report of Injury

TAKS READING TAKS WRITING

Key Questions

- When should this type of report be filled out?
- Who should complete the report?

Variation: Provide sample accident report forms from several local food-service facilities. Have students fill out different types of forms and discuss the key questions.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Leaders at Work

FCCLA

Chapter 12

Employee, Equipment, and Facility Sanitation

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

6C Interpret laws and policies pertaining to food production and service establishments.

7B Evaluate regulations and standards guiding safety in the food production and service industry.

7G Use appropriate terminology related to the food production and service industry.

8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.

8B Practice correct sanitation procedures in food production and service operations.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

8F Maintain acceptable standards in employee grooming, health, and hygiene.

8H Describe environmental factors affecting safe food production.

11H Implement quality assurance standards in all aspects of the food production and service industry.

Chapter Vocabulary

aseptic
chemical sanitizer
contaminants
contamination
conveyor dishwashing machine
cross-contamination
food contact surfaces
hygiene
pesticides
sanitarian
sanitary
sanitary codes
sanitizing solution
stationary dishwashing machine

RESOURCES

Agencies and Organizations

Food Safety and Inspection Service, United States Department of Agriculture

National Sanitation Foundation

Texas Department of Health

U.S. Food and Drug Administration

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons

National Assessment Institute Handbook for Safe Food Service Management, (1997). Englewood, NJ: Prentice-Hall.

Loken, Joan K. (1995). *The HACCP Food Safety Manual.* New York, NY: John Wiley & Sons.

Databases

USDA/FDA Foodborne Illness Educational Materials Database
USDA/FDA HACCP Training Programs and Resources Database

Publication

Food Safety and Inspection Service, United States Departmentof Agriculture, Washington, DC:

- *The Food Safety Educator*

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Food Safety and Sanitation*
- *Kitchen Food Safety*
- *HACCP: A Basic Understanding*

Web Sites

American Society for Microbiology
www.microbe.org or www.washup.org

Foodservice.Com
www.foodservice.com

Glo-germ
www.glogerm.com

Iowa State Cooperative Extension
www.extension.iastate.edu/foodsafety

Notes

#1 CLASS DISCUSSION

Lead the class to discuss the meaning of *foodservice sanitation.* Develop a consensus definition. Compare the class definition to the following: "the creation and maintenance of conditions which are favorable to good health."

Key Questions

- How were the most important concepts of foodservice sanitation covered in the class definition?
- How could the definition given above be stated in more concise terms?
- What is the difference between clean and sanitary?
- How can a surface be clean without being sanitary?

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

#2 GUEST SPEAKER

Invite a resource person from the health department or other agency to discuss the necessity of sanitary practices in handling food. If feasible, have a health department inspector speak to the class about laws and codes that affect foodservice facilities in the community or city.

Key Questions

- What laws or codes promote sanitary practices in public eating establishments?
- What sanitation ordinances affect the community or city?
- What federal laws affect food handling practices?
- Which of these laws affect foodservice employees?
- What penalties may be imposed if regulations are not met?
- What does the sanitarian inspect?

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

#3 SIMULATION

Have students look at a sample inspection report for a foodservice establishment (available from the local, county, or state health department). Lead students to discuss the items that are inspected.

Key Questions

- Why are these things inspected?
- How frequently are inspections conducted?

As a follow-up activity, have students conduct an inspection of the foodservice laboratory using a list of sanitation codes obtained previously from the city, county, or state health department. Make plans for improving sanitary practices in the laboratory, if needed.

Students employed at training stations might work with the employer in examining the latest inspection reports for that foodservice establishment.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

(TEKS 7B, 8A, 8B, 8E, 8F)

TA 46 Well-Groomed Employees

#4 BRAINSTORMING

Lead students to brainstorm the meaning of *personal sanitation*. Discuss the definition and compare it to the following definition: "Personal sanitation is cleanliness resulting from the good grooming habits by an individual."

Using Teaching Aid 46, ***Well-Groomed Employees***, as a transparency, have students identify characteristics of a well-groomed employee.

Key Questions

- What are some examples of good grooming habits?
- What grooming habits are important for foodservice employees?
- What are some personal sanitation habits that a foodservice employee should follow?
- What are some hygienic practices a food handler should follow?

(TEKS 7B, 8A, 8B, 8E, 8F)

TA 47 Well-Groomed?

#5 SCENARIO/PROJECT

Divide the class into groups. Based on the information in the Reference Book (pages 124-126), assign each group one of the scenarios on Teaching Aid 47, ***Well-Groomed?*** Have each group decide whether the employee in each scenario was practicing good grooming habits.

Variation: Have each group write a skit about an employee that is or is not well-groomed in the workplace. Ask each group to present its skit to the class.

Variation: Have each group develop a poster depicting hygienic practices in the foodservice establishment. Explain the reason why each practice should be observed.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TA 48 Sanitary Method of Handwashing

TA 49 Precleaning Dishes

TA 50 Dishes That are Sanitary are Free From...

TAKS READING

TAKS WRITING

TAKS SCIENCE

#6 DEMONSTRATION/RESEARCH

Divide the class into groups. Assign each group a specific sanitation practice such as the following:

- proper hand washing techniques
- hand dishwashing procedures
- machine dishwashing procedures
- procedures for storing clean tableware

Students may use the Internet and other classroom resources for information about the correct procedures for hand dishwashing and machine dishwashing. Potential Web sites include the following:

- Texas Department of Health
  www.tdh.state.tx.us
- National Sanitation Foundation
  www.nsf.org

Have each group demonstrate to the class the proper procedures for each practice. If there is not a laboratory setting, have the students demonstrate

the practices with visuals, such as posters and actual equipment.
The following teaching aids can be used to provide guidelines for the demonstrations:

Teaching Aid 48, ***Sanitary Method of Handwashing***
Teaching Aid 49, ***Precleaning Dishes***
Teaching Aid 50, ***Dishes That are Sanitary are Free From...***

#7 CLASS DISCUSSION

Have students discuss and compare the procedures used for dishwashing at their training stations or places of employment with those used by other students.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TAKS SCIENCE

Key Questions

- How is the sequence of steps the same?
- How is the equipment used the same or different?
- What cycles do dishes go through in a commercial dishwashing machine?
- How are dishes racked for washing?
- What kinds of detergent are used?
- How much detergent is required?
- What sanitizing agents are used?
- What are some important concerns for sanitary machine dishwashing?

#8 DEMONSTRATION

Demonstrate and explain the correct procedures for handling and storing clean dishes. Teaching Aid 51, ***Handling Clean Dishes***, can be used as a handout.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TA 51 Handling Clean Dishes

Key Questions

- Why should dishes, flatware, glassware, and other utensils be handled correctly?
- Why does it help to store utensils in an orderly fashion?
- Why is it easier to put dishes and utensils away when each item has a special place?
- What could happen if dishes, glassware, flatware, pots, pans, and other equipment are not properly stored?
- How should clean items be transported to the storage areas?

#9 GROUP ACTIVITY

Divide the class into small groups. Have each group outline the basic procedures for cleaning and sanitizing stationary equipment at their work station (in the school laboratory or in their training station). Have students compare the outline they have prepared to the procedures included in the Reference Book. Ask students to share the information with the class.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TAKS READING **TAKS WRITING**

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

#10 EDUCATIONAL TOUR

Take students on a tour of a foodservice establishment, restaurant, cafeteria, and other facility to observe procedures for cleaning and sanitizing stationary equipment as well as facility sanitation.

Key Questions

- How did the observed practices compare with those featured in the Reference Book?
- What can happen if the facility is not sanitary?
- Why is it important to have clean facilities?

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TAKS SCIENCE **TAKS WRITING**

#11 CLASS DISCUSSION/PROJECT

Have the class develop a list of things that make a foodservice facility sanitary. Write the list on the board, overhead projector, or poster to be displayed. Have students make a second list of surfaces (e.g., floors, walls, windows, light fixtures, furniture, plants, counters) to be cleaned and sanitized. Lead a class discussion on how each surface must be cleaned.

Key Questions

- What surfaces must be cleaned several times a day?
- Which surfaces must be cleaned daily?
- Which surfaces may only need cleaning weekly or monthly?
- What are the correct procedures for cleaning tabletops, counters, and other surfaces?
- What are the correct procedures for cleaning floors?

Have students develop a cleaning schedule for the classroom laboratory setting or their training station.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

#12 INDIVIDUAL ACTIVITY

Have students respond to the following incomplete sentences in regard to sanitary practices in food preparation and foodservice. Have the students write their responses on an index card. Upon completion of the activity, have the students share their responses.

Examples:
"Restaurants should be careful to..."
"I do not like a hostess or host to..."
"I dislike a waitstaff person who..."
"It is important to prepare food in a clean place because..."
"Food served in a dirty dish causes me to..."
"Silverware with food caked on it makes me..."
"Greasy smudges on a drinking glass make me feel.."
"Live bugs crawling or flying around make me feel..."

#13 GUEST SPEAKER

Invite a resource person from a local pest control service to speak to the class about pest control in food preparation and foodservice establishments.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TAKS SCIENCE

Key Questions

- What pesticides are acceptable according to the State Department of Health?
- Why are some pesticides banned?
- Who can apply pesticides in a foodservice establishment?
- What pests are most commonly found in foodservice facilities?
- How can foodservice employees help with pest control?
- What procedures should be taken in storing, using, and disposing of pesticides?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Focus on Children; Occupational Child Care
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 13

Food Safety and Sanitation Techniques

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

6C Interpret laws and policies pertaining to food production and service establishments.

7B Evaluate regulations and standards guiding safety in the food production and service industry.

7G Use appropriate terminology related to the food production and service industry.

8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.

8B Practice correct sanitation procedures in food production and service operations.

8C Describe foodborne illnesses, their causes, and prevention methods.

8D Explain the implications of temperature on the storage, preparation, and handling of food.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

8F Maintain acceptable standards in employee grooming, health, and hygiene.

8G Utilize procedures that protect the environment.

8H Describe environmental factors affecting safe food production.

11H Implement quality assurance standards in all aspects of the food production and service industry.

Chapter Vocabulary

bacteria
biological hazards
chemical hazards
critical control points
foodborne illness
foodborne infection
foodborne intoxication
food danger zone
Hazard Analysis Control Point (HACCP)
Integrated plant management
microorganisms
molds
physical hazards
time-and-temperature principle
toxins
viruses
yeasts

RESOURCES

Agencies and Organizations

The Educational Foundation of the National Restaurant Association

Food and Drug Administration

Texas Department of Health

United States Department of Agriculture

Books

Loken, Joan K. (1995). *The HACCP Food Safety Manual.* New York, NY: John Wiley & Sons.

National Assessment Institute Handbook for Safe Food Service Management, (1997). Englewood, NJ: Prentice Hall.

Databases

USDA/FDA Foodborne Illness Educational Materials Database
www.usda.gov

USDA/FDA HACCP Training Programs and Resources Database
www.usda.gov

Publication

Food Safety and Inspection Service, United States Department of Agriculture, Washington, DC:

- *The Food Safety Educator*

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Food Safety and Sanitation*
- *Food Safety: Dairy Details*
- *Food Safety: Eggciting Safety Facts*
- *Safety: Fish and Shellfish Safety*
- *Food Safety: Fruit Facts and Veggie Vitals*
- *Food Safety: Protecting At-risk Populations*
- *Introduction to Foodborne Illness*
- *Kitchen Food Safety*
- *HACCP: A Basic Understanding*

Web Sites

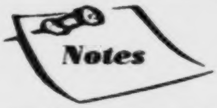
Food Safety.Com
www.foodsafety.com

Integrated Food Safety Information Delivery System
www.profoodsafety.org

Iowa State Cooperative Extension
www.extension.iastate.edu/foodsafety

#1 GUEST SPEAKER

Invite a resource person from the health department or other agency to discuss the necessity of food safety and sanitation. If feasible, have a health inspector speak to the class about laws and codes that affect foodservice facilities in the community or city. An inspector could also inspect the school laboratory setting.



(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

Key Questions
- What laws or codes promote food safety and sanitation practices in foodservice?
- What sanitation ordinances affect the community or city?
- What federal laws affect food handling practices?
- Which of these laws affect foodservice employees?
- What penalties may be imposed if regulations are not met?
- What does the sanitarian inspect?

#2 VIDEOTAPE

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

Have students view videotapes, such as the following:
- *Food Safety and Sanitation*
- *Food Safety: Protecting At-risk Populations*
- *Introduction to Foodborne Illness*
- *Kitchen Food Safety*
- *HACCP: A Basic Understanding*

The videotapes provide important information and serve as excellent springboards for discussion. Additional videotapes on specific topics in food safety and sanitation are listed in the Resources section.

#3 VIDEOTAPE

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

Videotape segments of news programs that depict food safety and sanitation at local foodservice establishments. After viewing, lead students to discuss the rules and regulations that were featured.

If the news segments are not available, the information is often posted on the television station Web site or in the local newspaper. Many nationally broadcasted news programs (*20/20, 48 Hours, Dateline*) regularly feature programs on food safety and sanitation. Many local network affiliates also have weekly segments.

Key Questions
- What kinds of foodservice facilities were inspected?
- What rules and regulations were most commonly violated by the foodservice establishments?
- What kinds of rules and regulations have you seen violated?
- What foods were most commonly mishandled?

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

#4 INTERVIEW

Have students interview a foodservice supervisor, manager, or health department representative to learn about the problems faced by foodservice facilities in maintaining food safety and sanitation. Have students develop a list of possible interview questions. Interviews could also be conducted through E-mail or a telephone interview. Have students report their findings to the class.

Sample Interview Questions

- What types of training are in place for new employees?
- How often are employees required to attend food safety education workshops?
- What types of food safety checklists are in place for the establishment? How often is the operation checked using these forms? Who performs the inspection?

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TA 52 Food Safety Education

TAKS READING
TAKS SCIENCE
TAKS WRITING
TAKS MATH

#5 RESEARCH/ORAL PRESENTATION

Divide the class into small groups. Assign each group one of the topics listed on Teaching Aid 52, ***Food Safety Education.*** Have students use the library, class resources, and the Internet to gather information on solving their assigned problem. A valuable Web site is the Food Safety and Inspection Service at *www.fsis.usda.gov*

Have students develop a PowerPoint or slide presentation. Have each group give a presentation over its research.

Variation: Have each group research a specific government agency (Food and Drug Administration, Department of Health, United States Department of Agriculture) about the agency's role in food safety and sanitation.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

#6 DEMONSTRATIONS/LABORATORY EXPERIENCES

Divide the class into small groups. Assign each group one of the following sections in the Reference Book:

- time-and-temperature principle
- food preparation guidelines
- leftovers

Have each group develop a demonstration that depicts the guidelines provided in the Reference Book. Have the students demonstrate the proper procedures to follow.

Key Questions

- Why is the time-and-temperature principle one of the most important rules in food safety and sanitation?
- What are the temperatures that must be followed in the time-and-temperature principle?

Key Questions, Continued

- What are some of the most important food preparation guidelines to follow?
- What guidelines should be followed in managing leftover foods?

#7 VIDEOTAPE/PROJECT

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

The Hazard Analysis Critical Control Point (HACCP) Model is a quality control food safety system. Have students view a videotape, such as *HACCP: A Basic Understanding*. Lead students to discuss the videotape and the information provided in the Reference Book.

Key Questions

- When referring to quality control of food safety, what is meant by "critical control point"?
- Why does HACCP work as a quality control system in the food-service industry?

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

If feasible, use the HACCP training materials in helping the students utilize the food safety management system throughout the program.

Variation: Have students prepare a recipe or a meal using the HACCP critical points.

#8 RESEARCH/PROJECT

TA 53 Food Safety and Sanitation Web Sites

TA 4 Web Site Evaluation

Divide the class into teams. Assign each team at least three of the Web sites listed on Teaching Aid 53, ***Food Safety and Sanitation Web Sites***. Students could evaluate the Web sites using Teaching Aid 4, ***Web Site Evaluation***. Have students share their findings.

TA 54 Hot and Cold Holding Temperatures

TA 55 Cooling Methods

TA 56 How to Safely Thaw Frozen Foods

Based on the findings from the Internet activity, have students compile the information and display the key points on posters or Fact Sheets. Teaching Aid 54, ***Hot and Cold Holding Temperatures***, Teaching Aid 55, ***Cooling Methods***, and Teaching Aid 56, ***How to Safely Thaw Frozen Foods***, can be used as information sheets.

Key Questions

- What are the proper guidelines for holding hot foods?
- What are the proper guidelines for holding cold foods?
- What are the different types of food thermometers?
- How should food thermometers be used?
- What temperature should hot foods be maintained?
- What temperature should cold foods be maintained?
- How should frozen meats be thawed? other frozen foods?
- What are the proper guidelines for cooling cooked foods?

TAKS READING TAKS SCIENCE

TAKS WRITING TAKS MATH

Variation: Have each team demonstrate the major guidelines and information presented.

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(TEKS 6C, 7B, 7G, 8A, 8B, 8F, 8H, 11H)

#9 AUDIO CD

Have students listen to food safety music provided by Dr. Carl Winter, a toxicologist at the University of California–Davis. Dr. Winter conducts research and develops food safety educational programs. He has developed parodies of popular songs by rewriting their lyrics, composing and recording musical arrangements, and producing the music. The songs can be accessed directly from the Web site (foodsafe.ucdavis.edu/music.html) as RealPlayer streaming audio files or CDs can be ordered for a nominal fee. The songs can be used as teaching tools to provide valuable information in an entertaining and fun way. Two examples of his songs include *USDA*, inspired by the Village People's *Y.M.C.A.* and *You Better Wash Your Hands*, inspired by the Beatles' *I Want to Hold Your Hand*.

(TEKS 6C, 7B, 7G, 8A, 8B, 8E, 8F, 8H, 11H)

TAKS READING TAKS WRITING

#10 PROJECT

As a class or in small groups, have students participate in the ServSafe program, which is the industry's unique day-to-day food safety program. The ServSafe Course Book and ServSafe Essentials are available from the National Restaurant Association Education Foundation or the state restaurant association. The program includes the latest Food and Drug Administration food codes and provides a valuable training opportunity.

FCCLA

FCCLA ACTIVITIES

- STAR Event: Applied Technology
- Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 14

Nutrition Matters

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

9G Apply nutrition principles in planning, preparation, and presentation for food production operations.

Chapter Vocabulary

amino acids
calories
carbohydrate
cholesterol
complete protein
Daily Reference Values (DRV)
Dietary Guidelines for Americans
Dietary Reference Intakes (DRI)
empty-calorie foods
fat
fat-soluble vitamins
fiber
Food Guide Pyramid
food security
incomplete protein
Kosher foods
lipids
minerals
nutrients
Nutrition Facts
Pattern for Daily Food Choices
phytochemicals
protein
Recommended Dietary Allowances for Americans (RDA)
Reference Daily Intake (RDI)
vitamins
water
water-soluble vitamins

RESOURCES

Books

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). NY: John Wiley & Sons

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking.* Glencoe: Peoria, IL.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Web Sites

American Dietetic Association
www.eatright.org

Food and Drug Administration
www.fda.gov

Food and Drug Administration Center Food Safety and Applied Nutrition
www.cfsan.fda.gov/label.html

Food and Nutrition Information Center (USDA)
www.nal.usda.gov/fnic

Healthy School Meals Resource System
schoolmeals.nal.usda.gov

Iowa State University Extension Service - Food Safety Project
www.extension.iastate.edu/foodsafety/

Mayo Clinic
www.mayoclinic.com

National Food Safety Database
www.foodsafety.ifas.ufl.edu

Nutrition, Education, Counseling and Service
www.ncescatalog.com

Nutrition Navigator
Navigator.tufts.edu

Notes

#1 VISUAL DISPLAY

Create a large Food Guide Pyramid background and display it on the wall in the classroom. Label each section with the appropriate title and serving amounts. Have students bring in food labels and wrappers to complete the Food Guide Pyramid. Have students place their contributions in the appropriate section(s).

(TEKS 7G, 9G)
TAKS MATH

#2 INDIVIDUAL ACTIVITY

Have students keep a food diary for one week. Have students record their food intake for one week. Have students write an essay evaluating their food intake for one of those seven days, in terms of specific nutrients, Food Guide Pyramid suggestions, and possible improvements. If a dietary analysis program is available, students could evaluate their food intake.

(TEKS 7G, 9G)
TAKS WRITING
TAKS MATH

#3 VISUAL DISPLAY

Assign one of the nutrients listed in the Reference Book to each class member. Have students create posters in the shape of a specific source for each nutrient. Students should read the information assigned and then determine key points. Have students clearly write this information on the poster. Have the students share their posters and information with the class. Posters could also be displayed in the classroom or another prominent place.

Variation: Have students use paper plates for recording nutritional information. Students could use a plate for each nutrient.

(TEKS 7G, 9G)
TAKS READING
TAKS WRITING
TAKS SCIENCE
TAKS MATH

#4 CLASS DISCUSSION/GROUP ACTIVITY

Divide the class into six groups. Assign each group one of the factors affecting eating habits listed in the Reference Book. Have each group give a brief summary of the assigned section. Lead students to discuss how these factors affect eating habits.

(TEKS 7G, 9G)

Key Questions

- How might a person's socioeconomic status affect eating habits?
- What are some examples of how personal preferences can change over time?
- How can a teenager and a middle-aged person eat the same amount of calories and the older person be heavier? How would this affect eating habits?

#5 VISUAL DISPLAY/INDIVIDUAL ACTIVITY

Use Teaching Aid 57, ***Nutrition Label*** (Figure 14.1 in the Reference Book), as a transparency. Identify the major components. Discuss with the students the origin of the nutrition label and its purpose. Provide several nutrition labels from various food items and distribute the labels to the

(TEKS 7G, 9G)
TA 57 Nutrition Label

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TAKS READING
TAKS WRITING
TAKS SCIENCE
TAKS MATH

students. Have students evaluate the labels by comparing and contrasting the nutritional information on the label.

Variation: Have students bring nutrition labels from a variety of foods to class and evaluate the information. For additional information, go to the Food and Drug Administration Web site at *www.fda.gov* or go to the Food and Drug Administration Center for Food Safety and Applied Nutrition at *www.cfsan.fda.gov/label.html*

(TEKS 7G, 9G)

TAKS READING

#6 PROJECT

As a follow-up activity to the previous strategy, have students bring nutritional information from various fast-food restaurants. Many businesses provide this as a service to their customers. Have students evaluate the nutritional information provided.

Key Questions

- Which of the foods was the most nutritious?
- What foods contain the most calories?
- Which foods were the least nutritious?

There are also many Web sites and books that contain this information. One example of a Web site is *www.olen.com/food/*

(TEKS 7G, 9G)

TAKS SCIENCE
TAKS MATH

#7 LAB EXPERIENCES

Provide several different products in regular, reduced-fat, and fat-free varieties. Have students compare and contrast the differences in terms of nutrients. For example, often when the fat is taken out, additional carbohydrates are added.

Have students compare tastes and textures of the food items as well. Have students share their findings with the class.

Variation: Have students prepare a dish using the different products and compare tastes and textures of the finished products. For example, an egg dish could be prepared using regular half and half, one with reduced-fat, and one with fat-free.

Key Questions

- How did the finished products compare in flavor? texture?
- What were the differences in total calories?
- How did using the different products affect quality?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 15

Meeting Special Needs

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

2B Evaluate considerations and accommodations for employees and customers with special needs.
7G Use appropriate terminology related to the food production and service industry.
9A Utilize effective planning strategies for food production operations.
9G Apply nutrition principles in planning, preparation, and presentation for food production operations.
9H Describe food preparation strategies for meeting special dietary requirements.

Chapter Vocabulary

- ambulatory
- bland diet
- calorie-controlled diet
- calorie-restricted diet
- cycle menus
- diabetic diet
- fat-restricted diet
- general diet
- liquid diet
- medical nutrition therapy
- selective menu
- sodium-restricted diet
- soft diet
- spoken menu
- supplementary feedings
- therapeutic diet

RESOURCES

Web Sites

American Cancer Society
www.cancer.org

American Dietetic Association (ADA)
www.eatright.org

American Heart Association
www.americanheart.org

American School Foodservice Association
www.asfsa.org

Food Allergy Network
www.foodallergy.org

Food and Nutrition Information Center (USDA)
www.nal.usda.gov/fnic

Mayo Clinic
www.mayoclinic.org

National Association of College and University Foodservice
www.nacufs.org

Nutrition, Education, Counseling and Services
www.ncescatalog.com

Nutrition Navigator
Navigator.tufts.edu

Notes

#1 CLASS DISCUSSION

Write the statement "Why do foodservice workers need an understanding of special diets?" on the board or overhead. Lead students to discuss the roles of foodservice workers in helping to meet the nutritional needs of customers.

(TEKS 2B, 7G, 9A, 9G, 9H)

Key Questions

- How do foodservice establishments make accommodations for the special dietary needs of customers?
- What are some examples of changes that have occurred because of massive consumer demand?

#2 GROUP ACTIVITY/RESEARCH

Divide the class into small groups. Assign each group one of the following types of institutional foodservice: child care facilities, public schools, and health care facilities. Have each group gather information about the needs and minimum requirements of individuals who need those services (e.g., cycle menus, governing agencies). Have each group develop guidelines for foodservice employees to consider in working with those populations.

(TEKS 2B, 7G, 9A, 9G, 9H)

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

#3 INTERNET SEARCH

Have students do an Internet search of one the agencies and organizations that govern nutritional requirements and guidelines for institutional foodservice. Teaching Aid 58, ***Institutional Foodservice Agencies and Programs***, provides several examples. Ask students to discuss the mission and goals of each program. Have students share their findings with the class.

(TEKS 2B, 7G, 9A, 9G, 9H)

TA 58 Institutional Foodservice Agencies and Programs

TAKS READING
TAKS SCIENCE

#4 GUEST SPEAKER

Invite a professional from the medical community (e.g., dietitian, nutritionist) to speak to the class about the use of medical nutrition therapy for individuals with such diseases and disorders as cardiovascular disease, hypertension, diabetes, and other conditions. Ask the speaker to bring examples of therapeutic diets to share with the students.

Following the presentation by the guest speaker, display an example of a one-day menu for an individual not on a therapeutic diet. As a group, have the students modify the one-day menu to make it appropriate for individuals on different therapeutic diets (e.g., low-sodium, low-fat, diabetes).

(TEKS 2B, 7G, 9A, 9G, 9H)

TAKS READING
TAKS WRITING
TAKS SCIENCE

Key Questions

- What is a therapeutic diet?
- How do therapeutic diets differ from a general diet?
- How is the need for a therapeutic diet determined?
- What is a selective diet?
- What are the ten most common types of therapeutic diets?
- What kinds of nourishment and supplemental feedings can be used?

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FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Focus on Children; Occupational Child Care
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 16

Food Production Equipment

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.
10D Select equipment and utensils appropriate for prescribed tasks.

Chapter Vocabulary

baker's scale
balance scale
broiler
convection oven
convection steamer
conveyor toaster
dough hook
espresso coffee machine
exhaust hood
flat beater
food cutter or chopper
food processor
food slicer
gauge
impingement oven
infrared oven
microwave oven
pastry blade
pizza oven
portion scale
pumice brick
reconstitution oven
regular or general purpose oven
revolving or carousel oven
spindle blender
spring-type scale
stack oven
steamer
wire whip

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Food Service Equipment*

Web Sites

The Chef's Catalog
www.chefscatalog.com/index.jhtml

The Chef's Resource
www.chefsresource.com

Foodservice.com
www.foodservice.com

Foodservice Equipment Reports
www.fermag.com

National Association of College and University Food Services
www.nacufs.org

North American Association of Food Equipment Manufacturers
www.nafem.org

Notes

#1 VIDEOTAPE

Have students view a videotape, such as *Food Service Equipment*. Have students complete the questions associated with the video.

(TEKS 7G, 9D, 10D)

Key Questions
- Which of the tools are the students most familiar with?
- Which tools do the students not know how to use?

#2 PROJECT/GAME

(TEKS 7G, 9D, 10D)

TAKS READING TAKS WRITING

Using the categories of equipment discussed in the Reference Book, have students develop a card game or board game featuring all of the items. Pictures of equipment can be copied from the Reference Book or the Student Activity Book. For example, a picture of a piece of equipment could be placed on one side of an index card. On the other side, the name of the tool or utensil, its use, how to care for it, and any other important facts (e.g., where it is located in the kitchen area) could be depicted. The equipment could be categorized and color coded (i.e., cutting equipment could be on yellow index cards, mixing equipment on blue cards, etc.). Instead of index cards, bristol paper or a heavy stock paper could be used.

Several sets of cards could be made so that small groups could use them for playing a game or students could use them on an individual basis.

#3 VISUAL DISPLAY

(TEKS 7G, 9D, 10D)

Have students compile a notebook with information such as that provided in the previous strategy. The pictures and information could be mounted on an 8 1/2 x 11 piece of paper and placed in a plastic sleeve much like that of a photo album. The notebook could be placed in a prominent place in the lab so that it is easily accessible.

#4 VISUAL DISPLAY

(TEKS 7G, 9D, 10D)

Arrange for students to tour a commercial kitchen facility, and point out specific pieces of equipment. Review major catagories of food production equipment described in Chapter 16 of the Reference Book. If the setting is a pre-employment lab in the school, provide placards for each item of equipment.

Have students develop a checklist to locate the pieces of equipment at their respective training stations.

#5 INTERNET ACTIVITY

(TEKS 7G, 9D, 10D)

TA 59 Shopping for Equipment

Divide the class into small groups. Assign each group a list of food production equipment, and have each group investigate the accessibility and prices of the items listed. For example, an 80 quart mixer with dough hooks might cost $6500. Teaching Aid 59, ***Shopping for Equipment***, could be used as a guideline. Have each group share its findings.

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TAKS READING TAKS WRITING

Web sites available to guide this activity include the following:

- The Chef's Catalog
  www.chefscatalog.com
- The Chef's Resource
  www.chefsresource.com
- Foodservice.com
  www.foodservice.com

Key Questions

- How do the prices of professional food production equipment compare with the prices of domestic equipment that are used in the average home?
- What types of sources are available to purchase professional food production equipment?
- What kinds of warranties do the professional food production equipment have?

(TEKS 7G, 9D, 10D)

#6 SIMULATION

Provide students with a recipe for different dishes or meals (e.g., Chicken Salad, Blueberry Muffins). Have each student identify the food production equipment that would be needed to prepare the dish.

(TEKS 7G, 9D, 10D)

#7 CLASS DISCUSSION

Write the term *mise en place* on the board or overhead. Lead students to discuss what the term means. Many foodservice professionals define mise en place [MEEZ ahn plahs] as a French term referring to having all the ingredients necessary for a dish prepared and ready to combine up to the point of cooking.

According to *Professional Cooking*, pp. 99-100, "Good chefs take pride and thoroughness and quality of their food preparation, or mise en place." This French term, meaning "everything put in place," has become a professional password in American kitchens, because foodservice professionals understand its importance to the success of the establishment."

(TEKS 7G, 9D, 10D)

TA 36 Brochure Assessment

TAKS READING TAKS WRITING

#8 BROCHURE

Have students create a brochure on a specific piece of equipment. Students should include "How to" information of proper procedures for usage and cleaning. Suggestions for food items that can be prepared using the equipment can also be included, as well as, service numbers, addresses, and other important information. A visual illustration of the equipment item should be on the cover.

The brochures could be organized into a classroom file for easy access. Teaching Aid 36, ***Brochure Assessment***, could also be used to evaluate the students' work.

#9 INTERNET SEARCH/ACTIVITY

(TEKS 7G, 10D)

TAKS READING

TAKS WRITING

Divide the class into small groups. Have groups use the computer and Internet to access the National Association of College and University Foodservices Web site at *www.nacufs.org* and go to "virtual tour." Instruct each group to visit one of the sites listed on the virtual tours home page, or groups may select a site so that each group researches a different college and university. Groups should visit the college and university sites to locate types of food production equipment used in the foodservice establishments. Types of equipment may be some of those listed in the Chapter Vocabulary section. Groups may make a listing of located equipment to share with the class, or groups may create a PowerPoint presentation. The presentation may include photos imported from the sites to provide visuals of the equipment located. As a follow-up activity, students could compare the types of equipment located and their uses in food production and services.

Variation: Create a food production scavenger hunt using all or some of the college and university foodservice links. Examples of equipment might include refrigerated display cases, steam tables, coolers, soda fountain dispensers, and pizza ovens. Have students work in pairs or small groups to locate the equipment. When the equipment is located, have students write the location beside the equipment item. For example, soft-serve ice cream dispensers are found at Cornell University. (There may be more than one correct answer for each piece of equipment.) A challenge can be created by setting a time limit on the scavenger hunt.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Applied Technology
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 17

Cold Storage, Serving, and Cleaning Equipment

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

10D Select equipment and utensils appropriate for prescribed tasks.

Chapter Vocabulary

bain-marie
cold food server
conveyor-type dishwasher
dish machine racks
door-type dishwasher
drying agent
flight-type dishwashers
freezer burn
garbage disposer
heated carts
heated pass-throughs
heated pellets
hot and cold carts
infrared lamps
mobile refrigerators
multiple-tank dishwashers
pass-through refrigerator
reach-in refrigerator
roll-in refrigerator
rollwarmer or drawer warmer
salad case
scrap trays
single-tank dishwashers
steam tables
three-compartment sink
walk-in refrigerator
warewashing
waterless food warmer
work centers
work stations

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Web Sites

The Chef's Catalog
www.chefscatalog.com

The Chef's Resource
www.chefsresource.com

Foodservice.com
www.foodservice.com

Foodservice Equipment Reports
www.fermag.com

North American Association of Food Equipment Manufacturers
www.nafem.org

Notes

#1 PROJECT/GAME

(TEKS 7G, 9D, 10D)

Have students create small quick-reference posters on proper cleaning procedures for the large equipment in the lab. Laminate final drafts and post on or by the equipment as appropriate. Students can also share their posters with the class.

#2 DEMONSTRATION

(TEKS 7G, 9D, 10D)

Have students view a demonstration of and take notes on the proper procedures for loading racks for a commercial dishwashing machine. After demonstrating loading procedures, show them how to operate the machine.

#3 GAME

(TEKS 7G, 9D, 10D)

Divide the class into two or three teams. Clear out an area of the room in which each team can have a lane on the relay course. Gather three sets of nonbreakable dishes, tools, and utensils. Each team will also need two loading racks for a commercial dishwashing machine. Have students race to see which team can properly load the items on the racks the fastest. The dishes will need to be changed out each round. Evaluate the positive and negative aspects of each team's loading procedure.

#4 VISUAL DISPLAY

(TEKS 7G, 9D, 10D)

Have students compile a notebook with information such as that provided in the previous strategy. The pictures and information could be mounted on an 8 1/2 x 11 piece of paper and placed in a plastic sleeve much like that of a photo album. The notebook could be placed in a prominent place in the lab so that it is easily accessible. The information could be added to similar strategies in Chapters 16 and 18.

A variation for this strategy could be a card file.

#5 VISUAL DISPLAY

(TEKS 7G, 9D, 10D)

Provide a tour of a kitchen facility, and point out the pieces of cold storage, serving, and cleaning equipment located in the laboratory setting. If the setting is a pre-employment lab in the school, provide placards for each item of equipment.

If students are at a training station rather than in a classroom laboratory, arrange for a tour of the school cafeteria or one of the training stations to examine the cold storage, serving, and cleaning equipment.

#6 BROCHURE

(TEKS 7G, 9D, 10D)

TAKS WRITING

Have the students review the text in the Reference Book on proper equipment temperatures, as well as proper cooling and storing procedures for food items. Students could create quick-reference brochures including this pertinent information. Copies of quality brochures could be distributed to faculty and staff members as a marketing tool for the program. The project could be conducted as an FCCLA project.

#7 GROUP ACTIVITY/INDIVIDUAL ACTIVITY

(TEKS 7G, 9D, 10D)

Divide the class into small groups. Have each group sketch a floor plan of the work stations in the laboratory. If students are employed at training stations, have each student sketch a floor plan of the work stations at their workplace.

Key Questions

- How should work stations in a foodservice establishment be located?
- What are the main stations involved?
- What determines the placement of work stations in a foodservice establishment?

Have students share their sketches and information.

FCCLA ACTIVITIES

- STAR Events: Entrepreneurship
- Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 18

Tools and Utensils

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

10D Select equipment and utensils appropriate for prescribed tasks.

Chapter Vocabulary

- au gratin dish
- brazier
- Carborundum stone
- chafing dish
- China cap
- cutlery
- double boiler
- meniscus
- paddle
- rechaud lamp
- samovar
- sharpening steel
- sieve
- skimmer
- spring-form pan
- thermometer
- thermostat
- tools
- utensils

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., & Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University
- *Food Service Tools*

VMS, INc.; *www.VMS-online.com*
- *Food Service Equipment*
- *Measuring Ingredients & Following Directions*

Web Sites

The Chef's Catalog
www.chefscatalog.com

The Chef's Resource
www.chefsresource.com

Foodservice.com
www.foodservice.com

Foodservice Equipment Reports
www.fermag.com

North American Association of Food Equipment Manufacturers
www.nafem.org

Notes

#1 VIDEOTAPE

Have students view a videotape, such as *Food Service Tools*. Have students complete the quiz associated with the video.

(TEKS 7G, 9D, 10D)

Key Questions

- Which of the tools are the students most familiar with?
- Which tools do the students not know how to use?
- Why is it important for students to not only identify the tool, but also its use?

#2 PROJECT/GAME

Using the categories of tools and utensils discussed in the Reference Book, have students develop a card game or board game featuring all of the items. Pictures of equipment can be copied from the Reference Book or the Student Activity Book. For example, a picture of each tool or utensil could be placed on one side of an index card. On the other side, the name of the tool or utensil, its use, how to care for it, and any other important facts could be depicted. The tools and utensils could be categorized and color coded (i.e., measuring equipment could be on yellow index cards, knives on blue cards, etc.). Instead of index cards, bristol paper or a heavy stock paper could be used.

(TEKS 7G, 9D, 10D)

Several sets of cards could be made so that small groups could use them for playing a game or students could use them on an individual basis.

#3 VISUAL DISPLAY

Have students compile a notebook with information such as that provided in the previous strategy. The pictures and information could be mounted on an 8 1/2 x 11 piece of paper and placed in a plastic sleeve much like that of a photo album. The notebook could be placed in a prominent place in the lab so that it is easily accessible.

(TEKS 7G, 9D, 10D)

#4 VISUAL DISPLAY

Provide a visual display of many of the tools and utensils depicted in the Reference Book. Number each item, and have the students correctly identify what each item is.

(TEKS 7G, 9D, 10D)

#5 GAME

Divide the class into two teams. The game is called "Name That Tool." Students should review the tools and utensils and their uses in head to head competition by seeing who can name the tool in the fewest number of guesses. The teacher can either read the use as a clue or simply show the tool or utensil. The player to "Name That Tool" in the fewest number of guesses wins.

(TEKS 7G, 9D, 10D)

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(TEKS 7G, 9D, 10D)

TA 60 Shopping for Tools and Utensils

TAKS MATH

#6 INTERNET ACTIVITY

Divide the class into small groups. Assign each group a list of tools and utensils, and have each group investigate the accessibility and prices of the items listed. For example, a spatula might cost $30.00. Teaching Aid 60, ***Shopping for Tools and Utensils***, could be used as a guideline. Have each group share its findings.

As an alternate activity, provide a variety of catalogs for the students to search for the information.

(TEKS 7G, 9D, 10D)

#7 SIMULATION

Provide students with recipe(s) for different dishes (e.g., Chicken Salad, Blueberry Muffins) or for an entire meal. Have each student identify the tools and utensils that would be needed to prepare the dishes.

(TEKS 7G, 9D, 10D)

TA 61a-b Safety Practices in Using Cutlery

#8 DEMONSTRATION

Provide a demonstration on safety practices in using knives. Teaching Aids 61a-b, ***Safety Practices in Using Cutlery***, can be used as a guideline.

FCCLA ACTIVITIES

- STAR Events: Entrepreneurship
- Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 19

The Foodservice Pantry: Food and Supplies

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
9J Perform appropriate tasks in food production according to industry standards.

Chapter Vocabulary

blast freezers or plate freezers
blind receiving
fill
first-in, first-out (FI-FO)
grading
hygrometer
imitation
inventory
invoice
issuing
nutrition labeling
pack
percent daily value
perishable foods
perpetual inventory
physical inventories
processed
purchase orders
receiving records
receiving sheets
receiving stamp
receiving tickets
requisition
shelf life
standard
standardized foods
standards of identity
trade or common name
vendor
wholesomeness
written specifications

RESOURCES

Book

Almanza, B. A., Kotschevar, L. H., & Terrell, M. E. (2000). *Foodservice Planning: Layout, Design, and Equipment.* Upper Saddle River, NJ: Prentice Hall.

Web Sites

Dot Foods
www.dotfoods.com

Emac Digital
emacdigital.com

Harkers
www.harkers.com

Quality Foods
www.qfi.com

SYSCO Corporation
www.sysco.com

Tyson Foods
www.tyson.com

United States Department of Agriculture
www.usda.gov

#1 EDUCATIONAL TOUR/WRITTEN EXERCISE

(TEKS 7G, 8E, 9J)

Arrange for students to tour two different restaurants, one large and one small. Have students write an essay comparing and contrasting the sizes of the food pantry and storage area. Have students relate how these areas affected ordering, receiving, and inventory.

Key Questions

- What food storage areas were represented in each establishment?
- How did each restaurant order foods and supplies?
- How are items received?
- What kind of inventory system does the restaurant use?

Have students volunteer to read their essays.

#2 VISUAL DISPLAY

(TEKS 7G, 8E, 9J)

Provide a collection of receiving record documents from several foodservice establishments. Compare and contrast the information in each document. Have students evaluate the documents in terms of food ordered, quantities, price, detail, and other factors.

#3 PROJECT

(TEKS 7G, 8E, 9J)

Have students develop a worksheet that can be posted and used to record daily refrigerator temperature. Students should evaluate the record of each week to ensure that the equipment is functioning properly.

#4 GUEST SPEAKER

(TEKS 7G, 8E, 9J)

Invite a produce manager from a local purveyor or grocery store to discuss factors to consider in choosing and ordering produce. If possible, follow with a field trip to a local grocery store, where students can practice culling and other procedures used when working with and buying produce.

The tour could also help students better understand about the forms of food, such as dairy products, meat, fish, and poultry.

Key Questions

- What forms do various foods come in?
- What convenience foods are used in foodservice?
- Who determines the wholesomeness of foods?

#5 CLASS DISCUSSION

(TEKS 7G, 8E, 9J)

Bring cans without labels to class, and ask students to tell what is in the cans. Explain the importance of food labels and review the information that is included on a label from Chapter 19 of the Reference Book. Then show some of the same items with labels.

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Key Questions

- What is a government standard food?
- Why is the label on the can or package important?
- In addition to nutritional information, what other kinds of information may be found on the label?
- Why is nutritional labeling not required on all foods?

#6 CASE STUDY/PROJECT

(TEKS 7G, 8E, 9J)

TA 62 Foodservice Pantry — Food and Supplies

Have students review information in the Reference Book on proper pantry storage and organization. Students should then be given a case study, such as Teaching Aid 62, ***Foodservice Pantry – Food and Supplies***, in which they can create a "blueprint" for the pantry storage described in the case study. Have students share their blueprints with the class.

#7 EDUCATIONAL TOUR

(TEKS 7G, 8E, 9J)

Arrange for students to tour a food supplier or food distribution center. Some large suppliers have videotapes about their businesses. If a tour is not feasible, have students do an Internet search to locate Web sites for large suppliers such as the following:

- Dot Foods
  www.dotfoods.com
- Emac Digital
  emacdigital.com
- Harkers
  www.harkers.com
- Quality Foods
  www.qfi.com
- SYSCO Corporation
  www.sysco.com
- Tyson Foods
  www.tyson.com

#8 INTERVIEW

(TEKS 7G, 8E, 9J)

Have students who are employed at training stations interview their employers about how food and supplies are ordered, received, and stored. Have students prepare a list of possible questions to ask during the interview. Ask students to write a one to two-page paper of their findings. Have students volunteer to share their essays with the class.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 20

Food Preparation Techniques

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

7H Implement appropriate work-simplification procedures when performing assigned tasks.

8B Practice correct sanitation procedures in food production and service operations.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

9A Utilize effective planning strategies for food production operations.

9C Practice cost control techniques in food production operations.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.

9F Follow standardized recipes utilized in food production.

9J Perform appropriate tasks in food production according to industry standards.

9K Apply available technology in food production.

10D Select equipment and utensils appropriate for prescribed tasks.

11C Analyze various companies' practices regarding customer satisfaction.

11D Apply techniques that promote customer service and satisfaction.

11G Evaluate criteria affecting quality service.

11H Implement quality assurance standards in all aspects of the food production and service industry.

Chapter Vocabulary

as purchased
broth
combination cooking method
condiment
convenience food
dry heat
edible portion
extract
frying method
garnish
herbs
ingredients
liquid food extracts
moist heat
monosodium glutamate
portion
portion control
portioning
production schedule
recipes
sea salt
seasoned salt
seasonings
smoked salts
spices
standard portions
standardized recipes
stock
yield

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., & Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Web Sites

Food Presentation and Garnishing
www.homecooking.about.com/cs/foodpresentation/

Hospitality Management Garnish Videos
www.ag.uiuc.edu/~food-lab/resources/videos/garnish

McCormick
www.mccormick.com

Notes

#1 CLASS DISCUSSION

Lead a class discussion using Teaching Aid 63, ***Recipe Components***. Show students how to locate the following information on the recipe:

- Name of dish to be made
- Yield (number of servings) the recipe will make
- Ingredients
- Amounts of ingredients
- Cooking method and temperature
- Cooking time
- Method of preparation
- Type and size of utensils and tools

Note: If you have students who have difficulty reading, you might begin the study of recipe components by using an illustrated recipe.

(TEKS 7G, 9F)

TA 63 Recipe Components

Key Questions

- What other types of information may be found with recipes that are not addressed here (e.g., nutritional information, serving suggestions)?
- What is the general formatting or layout of recipes? Why is this important?
- What are some reasons for providing the types and sizes of utensils and tools used for preparing the recipe?

#2 GAME

Have the class take part in an "Abbreviation Relay." Divide the class into two teams, and have teams line up in two rows in front of the board. (Large sheets of paper taped to a blank wall can be used in place of a blackboard.) Two identical lists of abbreviations of measurement terms are written on the board. Appoint one student as the facilitator and two students as timekeepers (one for each team). When the facilitator calls "Go," the team members attempt to write out one abbreviation in full. The timekeeper times one minute for each team member to write the abbreviation. Team members may take less time than one minute, but may not go over one minute. When that team member finishes the word, the member moves to the back of the line. Members must answer, even incorrectly, every time they go to the board. As the game progresses, team members may attempt a new abbreviation or correct what a teammate has done. When a team feels it has completed the list correctly, the members can call time. In scoring, a "+5" is given for each correct answer, and a "-5" is deducted for each incorrect answer. In the second round, the measurement terms are written in a word list, and the team members attempt to write the correct abbreviations for the measuring terms.

(TEKS 7G)

#3 GAME

Have students study a list of common measurements and abbreviations used in food preparation. Divide the class into two teams to play "Jeopardy." Teaching Aid 27, ***"Jeopardy" Game Instructions***, may be used to

(TEKS 7G)

TA 27 "Jeopardy" Game Instructions

provide directions for the game. Appoint one student to be the facilitator, one student to keep score, and one student to keep time. Place a small bell on a desk. The leader calls out the answers about the measurements and abbreviations. One of the team players must run up, ring the bell, and give the answer in the form of a question. Example: The leader says, "May be written as 'T'." The player might answer, "What is the abbreviation for tablespoon?" A time limit for answering should be set, for instance, thirty seconds to one minute. Each correct answer scores the team 5 points. Each student may confer with team members before ringing the bell, but the student must answer immediately when ringing the bell. The facilitator should repeat questions for reinforcement.

(TEKS 7G, 7H, 9A, 9E, 9F, 9J)

TA 64 Product Evaluation

#4 LABORATORY EXPERIENCE

Display a chart of standard substitutions for ingredients, or have students refer to Table 20.3, *Standard Substitutions*, in the Reference Book. Explain its use to students. Divide the class into groups. Have every two groups prepare an identical simple dish – one group using a substitute ingredient. Distribute copies of Teaching Aid 64, ***Product Evaluation***. Have students evaluate the finished products and complete the Teaching Aid.

(TEKS 7G, 7H, 9A, 9E, 9J)

TAKS MATH

#5 LABORATORY EXPERIENCE

Display empty cans ranging from 6 oz. to No. 10 in size. Divide the class into small groups. Have students fill each can with water and measure how many cups each can holds. For example, No. 2 sized cans (18-20 oz.) yield 2-1/2 cups. Have students determine the size of the can by the amount it holds, label it with masking tape, and mark on the label the can size and capacity. Have students check for accuracy using Table 20.5, *Common Can Sizes and Their Yields*, in the Reference Book. Discuss any incorrect labeling, or have students repeat the measurement process and relabel.

(TEKS 7G, 9E)

#6 GAME

Divide the class into two teams to play "Cooking Charades." Place cooking terms on individual sheets of paper in a container. Have each team take turns acting out a cooking term that is drawn from the container. The team identifying the most terms is the winner.

(TEKS 7G, 9E)

TA 65a-b Chef Rummy

#7 GAME

Have students review foodservice terms by playing "Chef Rummy." Refer to Teaching Aids 65a-b, ***Chef Rummy***, for detailed instructions for the game.

Variation: Have students review foodservice terms by playing "Food Bingo," using cards with cooking terms instead of numbers. Have students match pictures shown by the teacher to the word on their card. Use beans or small pieces of paper to cover the word on the card so that the answers can be checked.

#8 PROBLEM SOLVING

Have students practice increasing and decreasing the yield of recipes. Example: Increase a recipe for 100 portions so it will yield 255 portions. Decrease the same recipe for a yield of 80 portions. For additional practice, have students complete Activity 20-9 in the Student Activity Book.

(TEKS 7G, 9E, 9J)

TAKS MATH

#9 VISUAL DISPLAY

Develop a bulletin board with headings consisting of the five cooking methods (dry heat, moist heat, fat, combination, and extraction). Using classroom resources, have students locate recipes using these methods and post them under the appropriate category heading.

(TEKS 7G, 9E, 9J)

#10 LABORATORY EXPERIENCE

Arrange a display of different labeled spices, herbs, and extracts for a "Sensory Lab." Distribute copies of Teaching Aid 66, ***Sensory Lab Worksheet***. Have students complete the Teaching Aid. As a follow-up activity, have students compare answers with those of other class members.

(TEKS 7G)

TA 66 Sensory Lab Worksheet

#11 GAME

Play "Round Robin" to learn different kinds of spices, herbs, and extracts. Have all students form a circle in the classroom. Name a spice, herb, or extract. The person to the teacher's right must repeat the seasoning the teacher said and add another seasoning. The next person to the right then repeats all the seasonings named before and adds another. This is done around the entire circle. If a person cannot think of a spice, herb, or extract, have other students help them. See how many seasonings can be listed.

Variation: Instead of one large group, divide the class into two groups or into smaller groups.

(TEKS 7G, 8B, 9E, 9J)

#12 LABORATORY EXPERIENCE

Have students prepare recipes that use spices, herbs, or extracts. After everyone in the class has prepared their recipes, taste all the different foods and decide if the dishes were seasoned correctly.

Key Questions
- Which flavor is the strongest?
- Which seasoning is the most subtle?

Variation: Have students make popcorn seasonings using recipes from Teaching Aid 67, ***Popcorn with Punch***. Have students taste all the different seasonings. Ask the Key Questions listed above.

(TEKS 7G, 7H, 8B, 9E, 9J, 9K)

TA 67 Popcorn with Punch

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(TEKS 7H, 9A, 9J, 9K)

TA 68 Convenience Foods Product Evaluation

#13 LABORATORY EXPERIENCE

Have students draw an assignment card and prepare the food item on the card. Explain to students that half of the foods will be prepared convenience food items and the other half will be the same food item using the traditional recipe. Assignments might include cakes, frostings, pie crust, and pie filling using dried or canned sliced fruit. Have students use Teaching Aid 68, ***Convenience Foods Product Evaluation***, to keep a record of preparation time and to record their evaluations.

Key Questions

- Which method saves the most time?
- How do the two methods compare as far as finished product (e.g., taste, texture, appearance)?

(TEKS 7H, 9A, 9J, 9K)

#14 PROJECT

Use the "string" method to measure the steps taken in food production. Have each student proceed through the steps of preparing a food product while carrying a ball of string. Wrap the string around something at every stop point (e.g., refrigerator door handle, pantry door knob, work area drawer knob). When finished, measure the string.

Key Questions

- Which class member has the shortest string? What does having the shortest string mean?
- How could steps be saved by thinking of an "imaginary string" during food production?

As a follow-up activity, have students compete with themselves by trying to use less and less string to perform the same food production techniques.

(TEKS 7G, 8B, 9A, 9C, 9E, 11C, 11G)

TA 69 Normal and Maximum Work Areas

#15 CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion on productivity and work motions. Use Teaching Aid 69, ***Normal and Maximum Work Areas***. Students who are employed can share ways in which their foodservice or production employers utilize this method.

Key Questions

- Why should tools and supplies be placed within these areas?
- How does this save time and energy?

As a follow-up activity, have students develop posters showing ways to save time and energy. Suggestions for posters include arranging work within the proper working area, prepositioning tools and supplies so they are ready to grasp in the appropriate order, minimizing body movements, using both hands whenever possible, disposing of finished work by dropping it to its destination, varying position to prevent fatigue, using proper illumination for work, and minimizing holding of work by either hand.

#16 CLASS DISCUSSION/LABORATORY EXPERIENCE

Lead class a discussion on *portioning* and *portion control*. Use Teaching Aid 70, ***Identify the Correct Portion***. As a follow-up activity, cut a purchased cake into enough different sized pieces to serve each student in the class. Place a toothpick with a number (a sequential number for each student in the class) attached in each piece of cake. Have students draw a matching number from a container. Serve each student the portion of cake that matches the number drawn. Compare portion sizes. While eating the cake, ask students to consider the portion size.

(TEKS 7G, 9K, 10D)

TA 70 Identify the Correct Portion

TAKS MATH

Key Questions
- What is *portioning*?
- What is *portion control*?
- How does portioning help in cost control?
- What would happen to customer relations if a restaurant served both large and small servings of cake for the same price?

#17 DEMONSTRATION/GROUP ACTIVITY

Set up a display of tools used in portioning various foods or use Teaching Aid 71, ***Portioning Tools***. Explain and demonstrate the uses of each tool.

Variation: Divide the class into small groups. Provide each group with a type of portioning tool. Have each group demonstrate and explain the use of its tool to the class.

(TEKS 7G, 8B, 9A, 9C, 9E, 11C, 11G)

TA 71 Portioning Tools

#18 PROBLEM SOLVING

Lead a class discussion on the amount of mixed fruit, such as fruit cocktail, needed to serve ten people. Have students count out the correct number and size of dishes needed for serving the group. Ask students to determine the correct size portioning tool and fill the dishes.

(TEKS 7G, 7H, 8B, 9A, 9C, 9E, 9J, 11C, 11G)

TAKS MATH

Key Questions
- Why is it necessary to know the number of people to be served?
- Why is portioning so important in foodservice?

#19 LABORATORY EXPERIENCE

Have students serve a buffet meal to the FCCLA chapter or another group at one of their meetings. Instruct students to portion food, giving each person an equal amount, and place the food on the dishes paying particular attention to the appearance of the food on the plate.

(TEKS 7G, 7H, 8B, 8E, 9D, 9J, 9K, 10D, 11D, 11G, 11H)

TAKS MATH

#20 VIDEO/LABORATORY EXPERIENCE

Have students view a video on food garnishing or view Teaching Aid 72, ***Fruit and Vegetable Garnishes***. Have students work in groups to prepare a demonstration for the class on how to prepare and arrange simple food garnishes. Limit the demonstrations to five to ten minutes each.

(TEKS 7G, 7H, 8B, 8E, 9D, 9J, 9K, 10D, 11D, 11G, 11H)

TA 72 Fruit and Vegetable Garnishes

TAKS READING

Variation: Have students work in groups to visit preselected Internet Web sites to get ideas and recipes for food garnishing. Have students use a word processor to print out the directions to put into a "Food Garnishes" folder for classroom use. Allow time for each group to demonstrate its food garnishing recipe for the class.

Potential resources include the following Web sites:

- Food Presentation and Garnishing
  www.homecooking.about.com/cs/foodpresentation
- Garnish Demonstrations - online videos
  www.aces.uiuc.edu/~food-lab/garnish.html

Possible videotapes are available from Hospitality Management Garnish Videos at *www.ag.uiuc.edu/~food-lab/resources/videos/garnish*

 # 21 PROBLEM SOLVING

(TEKS 7G, 7H, 9A, 9E, 9J)

TAKS MATH

Have students bring recipes from home or find recipes in cookbooks that serve less than eight people. Have students review information on adjusting the yield of a recipe using the Reference Book, pages 249-252. Instruct students to increase the yield of their recipes to 20 servings. Provide class time to review several of the recipes.

Variation: Provide students with a standardized recipe that yields 50 servings. Instruct students to reduce the recipe to a 20 serving recipe.

#22 LABORATORY EXPERIENCE

(TEKS 7G, 7H, 9A, 9E, 9F, 9J, 9K)

Demonstrate the correct procedures for measuring dry and liquid ingredients. Explain to students that most measuring is done with weight scales. Have students practice the procedures for measuring ingredients as well as weighing them on the appropriate scales.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Leaders at Work
- Career Connection

Chapter 21

Beverages

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
7H Implement appropriate work-simplification procedures when performing assigned tasks.
8B Practice correct sanitation procedures in food production and service operations.
8D Explain the implications of temperature on the storage, preparation, and handling of food.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
9C Practice cost control techniques in food production operations.
9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.
9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.
9F Follow standardized recipes utilized in food production.
9J Perform appropriate tasks in food production according to industry standards.
9K Apply available technology in food production.
10A Describe roles and responsibilities in foodservice operations.
10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.
10D Select equipment and utensils appropriate for prescribed tasks.
11G Apply available technology in foodservice.

Chapter Vocabulary

activated charcoal
beverage station
brewed coffee
buttermilk
caffeine
cappuccino
chocolate drink
chocolate milk
demitasse
espresso
fill line
homogenized milk
punch
skim milk
steeped
whole milk

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Blue Bell Ice Cream*
- *The Dairy Plant*
- *Food Safety: Dairy Details*

Web Sites

Coffees.com
www.harvardespresso.com

Got Milk!
www.whymilk.com

National Coffee Association of USA, Inc.
www.ncausa.org

National Dairy Council
www.nationaldairycouncil.org

Recipezaar: Where the recipes are.
www.recipezaar.com

Tea Council
www.tea.co.uk

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

Notes

#1 VISUAL DISPLAY

Divide the class into small groups. Provide groups with menus from several different types of foodservice establishments. Instruct students to note the types of beverages offered and their prices. Have groups develop charts illustrating types of beverages served along with prices. Compare beverages and prices.

(TEKS 7G, 9E, 9J)

TAKS WRITING

#2 EDUCATIONAL TOUR/WRITTEN EXERCISE

Arrange for students to tour a foodservice establishment to become familiar with the correct preparation and serving methods for different types of beverages. Ask the manager, or guide, to point out or demonstrate preparation methods for the different beverages. Some examples of beverages include iced water, coffee, teas, fruit and vegetable drinks, and dairy beverages. As a follow-up activity, have students complete Teaching Aid 73, ***Educational Tour Summary.***

Variation: Invite a manager to speak to the class about preparation and serving methods for different types of beverages (i.e., water, coffee, dairy, fruit, and vegetables). Have students prepare questions prior to the visit.

(TEKS 7G, 10A, 10C, 10D, 11G)

TA 73 Educational Tour Summary

Key Questions

- What types of seasonal beverages are popular?
- What types of technology are used in beverage service?
- How are products selected?
- What type of training is required for beverage preparation?

#3 INTERNET SEARCH/PRESENTATION

Have students use the Internet to gather information on coffee. Have students visit preselected Web sites or perform a search with the words: coffee + brewing. (See the Program Tools section of this Curriculum Guide for a listing of Search Engines.) Instruct students to write a brief report on the topic of their choice. Have students share their findings with the class. Some ideas for topics include types of coffee, brewing tips, types of coffee makers, storing methods, grinding methods and machines, specialty coffees, and cleaning the brewing equipment.

Potential resources include the following Web sites:

- National Coffee Association of USA, Inc.
  www.ncausa.org
- Coffees.com
  www.harvardespresso.com

(TEKS 7G, 9E, 9J)

TAKS READING

TAKS WRITING

TAKS SCIENCE

#4 LABORATORY EXPERIENCE/DEMONSTRATION

Divide the class into small groups. Have different types of teas available for demonstration and taste testing. For example, bulk teas, tea bags, instant tea, iced tea, and different flavored teas (e.g., chamomile, English peas, green tea). Have each group prepare a demonstration that includes the type of tea, brewing method, and suggested sweetners. Following the class demonstrations, have students taste test the various teas.

(TEKS 7G, 8B, 9D, 9E, 9J, 9K)

#5 VIDEOTAPE/VISUAL DISPLAY

(TEKS 7G, 8D, 8E, 9E, 9J)

TAKS READING

TAKS WRITING

Have students view a video focusing on dairy products. Examples of videos include *Blue Bell Ice Cream*, *The Dairy Plant*, and *Food Safety: Dairy Details*. As a follow-up activity, divide the class into small groups. Instruct students to prepare a visual display that provides information on milk and types of milk. The visual display may be a poster, bulletin board, brochure, or newsletter. Have students use classroom materials, library resources, and draw from facts presented in the video(s). Have each group present their visual display to the class.

#6 LABORATORY EXPERIENCE

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

TA 74 How to Use a Recipe

Provide lab groups with recipes for making milk drinks (i.e., shakes, smoothies, hot chocolate, cocoa). Have students review Teaching Aid 74, ***How to Use a Recipe***. Potential Web site resources include the following Web sites:

- Got Milk!
  www.whymilk.com
- National Dairy Council
  www.nationaldairycouncil.org
- Recipezaar: Where the recipes are.
  www.recipezaar.com
  Key words: beverages, smoothies, shakes

#7 LABORATORY EXPERIENCE

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

Have students choose a partner, draw an assignment slip, and prepare the assigned beverage. **Note:** The assignments can include coffee, tea, cocoa, iced water, milk, milk shakes, fruit and vegetable drinks, and carbonated beverages. Students should be able to demonstrate knowledge of preparation, accepted standards, garnishing, and serving techniques.

#8 LABORATORY EXPERIENCE

(TEKS 7G, 7H, 8B, 8D, 8E, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

Guide students to plan and implement one of the following activities:

- Invite teachers to a "coffee house." Serve coffee with chocolate ice cream, garnished with nutmeg or with whipped cream and chocolate slivers.
- Have a "tea time" for teachers. Serve tea with various garnishes and an assortment of cookies or tea sandwiches.
- Serve another class hot chocolate. Use a variety of garnishes, such as whipped cream, ice cream, or marshmallow products. **Note:** This can be a fund-raising activity. Have FCCLA members set up a hot chocolate booth and sell the garnished drink to the student population.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts

Chapter 22

Appetizers

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

7H Implement appropriate work-simplification procedures when performing assigned tasks.

8B Practice correct sanitation procedures in food production and service operations.

9C Practice cost control techniques in food production operations.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.

9F Follow standardized recipes utilized in food production.

9J Perform appropriate tasks in food production according to industry standards.

9K Apply available technology in food production.

10D Select equipment and utensils appropriate for prescribed tasks.

Chapter Vocabulary

antipasto
appetizer
aspic
beverage cocktails
canapés
crudités
dips
fruit cocktails
hors d'oeuvres
relishes
ribbon sandwich
rolled sandwich
seafood cocktails
tea sandwiches

RESOURCES

Books

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking*. Peoria, IL: Glencoe.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Web Sites

Betty Crocker
www.bettycrocker.com

Del Monte
www.delmonte.com

Kraft Foods
www.kraftfoods.com

Old El Paso
www.oldelpaso.com

Pillsbury
www.pillsbury.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

Notes

#1 CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion on a definition of the term *appetizer*, then write the definition on the chalkboard. List the seven categories of appetizers below the definition. Lead students to brainstorm several examples of appetizers that fit into each category. As a follow-up activity, have students resource recipe books and food magazines for examples of appetizers that fit into each category. Have students share their findings with the class.

(TEKS 7G, 9E, 9J)

TAKS READING

Key Questions

- How can appetizers be used to stimulate the appetite?
- What are some of the characteristics of each of the seven types of appetizers?
- Why are appetizers usually served in food establishments?
- What kinds of occasions are appetizers often served?
- What foods can be used for hors d'oeuvres?
- What are the basic parts of canapés?
- What foods are served with spreads and dips?
- What are the different types of cocktails?

#2 INDIVIDUAL ACTIVITY

Have students draw from a container a slip of paper with one food written on it. Examples include oranges, mushrooms, eggs, cheeses, and fish. Have each student find and describe an appetizer made with that food and name the category to which it belongs. Have students resource recipe books and food magazines for examples of appetizers that fit into each category.

(TEKS 7G, 9E, 9J)

#3 INTERNET SEARCH/PROJECT

Have students prepare an appetizers recipe book or card file for classroom use. Have students perform an Internet search with the words: food + appetizer. (See Program Tools for a listing of Search Engines.) Have students use a word processing program to prepare their recipes for the book or card file using Teaching Aid 75, ***Recipe Template***.

Variation: Open a file in a word processing program labeled "Appetizer Recipes." Have students save their recipe documents to this file. Student documents should be labeled with the recipe name. An alternative method would be to use a specialized computer software program specifically formatted for recipe storage.

(TEKS 7G, 9E, 9J)

TA 75 Recipe Template

TAKS READING

TAKS WRITING

#4 VISUAL DISPLAY

Divide the class into small groups. Provide groups with menus from several different types of foodservice establishments, including catering services. Instruct students to note the types of appetizers offered and their prices. Have groups develop charts illustrating types of appetizers served and their prices. Compare appetizers and prices.

(TEKS 7G, 9E, 9J)

TAKS READING

TAKS WRITING

TAKS MATH

(TEKS 7G, 7H, 9E)

#5 GUEST SPEAKER

Invite a professional chef or cook to demonstrate proper techniques for preparing appetizers. Have students serve on listening teams and share their findings.

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

TA 76 Time Schedule Template

TA 77 Production Schedule Template

TAKS MATH

FCCLA

#6 LABORATORY EXPERIENCE

Lead students in a review of preparing and serving appetizers, page 275 of the Reference Book. Guide students to plan and implement an "Appetizer Party" for teachers and administrators. Have students prepare and serve simple appetizers. **Note**: Instruct students to arrange the serving plates attractively.

Variation: Have FCCLA members prepare appetizers for a departmental open house. Divide the class into pairs or lab groups. Instruct each pair or group to choose a recipe and prepare an appetizer. Two members should be assigned to refill trays and beverage containers each hour of the day as teachers attend the open house. If the open house lasts for several hours, choose hors d'oeuvres and canapés that refrigerate well without becoming limp or soggy. **Note:** Have students plan the open house using Teaching Aid 76, ***Time Schedule Template***, and Teaching Aid 77, ***Production Schedule Template***.

Key Questions

- How can appetizers be made more attractive?
- What types of serving dishes are used with appetizers?
- What variety of appetizers could be served?
- How can appetizers be kept from becoming limp or soggy?

Variation: Have students take orders from teachers and office personnel to provide appetizers for club or organization meetings. For example, arrange to prepare and serve appetizers for a PTA meeting at which information is given on FCCLA. Following the event, evaluate the decisions that were made and the success of the project. **Note**: This activity can be conducted on a cost recovery basis to provide the student with authentic practice at no cost to the department. Have students calculate costs and determine the amount to charge participants.

Key Questions

- What special holding and storing techniques will be needed?
- How will serving temperature be a factor in deciding what to serve?
- Which appetizers can be prepared in advance?
- How can the quantity be determined?
- What serving equipment will be required?

#7 LABORATORY EXPERIENCE

Demonstrate to students assembly line techniques used in advanced preparation of appetizers and hors d'oeuvres. Divide the class into lab groups. Have each group set up an assembly line for preparing appetizers. **Note:** The assembly line technique can be used when preparing appetizers for any of the functions described in Teaching Strategy #6 (See preceding strategy.) Chapters 26, 27, 28, and 30 in the Reference Book can provide additional information.

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 23

Soups and Sauces

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

7H Implement appropriate work-simplification procedures when performing assigned tasks.

8B Practice correct sanitation procedures in food production and service operations.

9C Practice cost control techniques in food production operations.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.

9F Follow standardized recipes utilized in food production.

9J Perform appropriate tasks in food production according to industry standards.

9K Apply available technology in food production.

10D Select equipment and utensils appropriate for prescribed tasks.

11H Implement quality assurance standards in all aspects of the food production and service industry.

Chapter Vocabulary

bearnaise sauce
béchamel
bisque
borscht
bouillon
brown stock
chowders
consommé
foundation sauces
fruit soup
gazpacho
hollandaise sauce
liaison
meuniere
mirepoix
puree
raft
roux
sachet
velouté
vichyssoise
white stock

RESOURCES

Books

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Larousse, David Paul, and White, Jasper. (1993). *The Sauce Bible: Guide to the Saucier's Craft.* New York, NY: John Wiley & Sons.

Molt, Mary K. (2001). *Food for Fifty* (11th Ed.). Upper Saddle, NJ: Prentice-Hall.

Peterson, James. (2000). *Spendid Soups: Recipes and Master Techniques for Making the World's Best Soups.* New York, NY: John Wiley & Sons.

Peterson, James A. (1998). *Sauces: Classical and Contemporary Sauce Making.* New York, NY: John Wiley & Sons.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Web Sites

Campbell Soup
www.campbellsoup.com

Knorr
www.bestfoods.com

Redi-Base
www.redibase.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

Notes

#1 GAME

Review vocabulary words associated with soups and sauces by playing "Food Bingo." Have students create "Bingo" cards using the chapter vocabulary words. The teacher will call out a definition and the students will match the definition to the word on their card. Use beans or small pieces of paper to cover the word on the card so that the answers can be checked.

(TEKS 7G)

#2 LABORATORY EXPERIENCE

Prepare the following types of stocks for a taste-testing laboratory: white stock, brown stock, poultry stock, and fish stock. Have blindfolded students take turns tasting and identifying the stocks. Have the class discuss the uses for each type of stock. **Note:** Food brokers in the area may be able to provide samples of bases.

(TEKS 7G, 11H)

Key Questions

- What types of ingredients were used in the different stocks?
- Why are four types of stocks necessary?

#3 GAME

Distribute a card to each student with one of the following soup categories printed in large letters: Thin Soups, Thick Soups, Special Soups, and Cold Soups. Students should hold up their card if the soup name or description read by the teacher falls in that category. **Note:** A list of soup names and descriptions may be read by the teacher or pictures may be shown for different types of soups.

(TEKS 7G)

#4 INTERNET ACTIVITY

Explain the different menu uses of soups. Have students list examples of soups that would be appropriate for service in each menu course. As a follow-up activity, have students visit preselected Web sites to locate soups from around the world. The soup recipes can be compiled into a recipe book or card file for classroom use. Have students use a word processing program to prepare their recipes for the book or card file using Teaching Aid 75, ***Recipe Template***.

Potential resources include the following Web sites:

- World Cuisines
  dmoz.org/Home/Cooking/World_Cuisines/
- Recipe World: Stocks & Soups
  www.recipe-world.com/pages/Recipes/Stocks_and_Soups/

(TEKS 7G, 9E, 9J)

TA 75 Recipe Template

TAKS READING
TAKS WRITING
TAKS SOCIAL STUDIES

#5 LABORATORY EXPERIENCE

Divide the class into four groups. Have each group prepare one of the following soups: frozen, dehydrated, canned, and recipe. Each group

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

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TAKS MATH

should prepare the same flavor of soup. **Note:** Large classes that require more than four groups should use two flavors of soups. Have students compare the same flavor of soups for taste, appearance, aroma, and price per serving.

Key Questions

- Which soup tasted best?
- Which soup looked the best?
- Which soup had the best aroma?
- Which soup cost the most (least) per serving?
- Which soup was the easiest (hardest) to prepare?
- Which soup took the most (least) time to prepare?

#6 VISUAL DISPLAY

(TEKS 7G, 9E, 9J)

TAKS WRITING

Divide the class into small groups. Have students prepare a flip chart, flow chart, or poster illustrating the steps in preparing recipe soups. **Note:** Students should explain each step in preparing the basic types of soup and describe the equipment needed.

#7 GAME

(TEKS 7G, 9E, 9J)

TA 27 "Jeopardy" Game Instructions

TAKS READING **TAKS WRITING**

Divide the class into small groups. Provide each group with ten 3x5 cards. Have each group write at least ten descriptions for different types of sauces. Have students use the Reference Book and classroom resources to find information. Use the descriptions as the subject matter for a game of "Jeopardy." Refer to Teaching Aid 27, ***"Jeopardy" Game Instructions***, for detailed instructions concerning the "Jeopardy" game.

#8 LABORATORY EXPERIENCE

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

Divide the class into lab groups. Have each group prepare one of the foundation sauces described in the Reference Book, pages 283-284. Have students taste the different foundation sauces. Have each group describe the sauce prepared by its group.

Key Questions

- What steps were involved in the making of the particular sauce?
- What types of foods are served with the particular sauce?

#9 BRAINSTORMING/CLASS DISCUSSION

(TEKS 7G, 9E, 9J)

Lead students to brainstorm names of various types of sauces. Ask students to use cookbooks and classroom resources to locate additional sauce names, if necessary. Write the list of sauces on the chalkboard as they are named. Have students divide the list of sauces into the basic sauce categories of brown, tomato, white, cream, egg, or butter sauce. As a follow-up activity, have students give examples of types of foods that may be served with the various types of sauces. This discussion could be conducted like a spelling bee with two teams alternating answers after a sauce category is designated.

Key Questions

- What are the basic ingredients in preparing sauces?
- What purpose does a roux serve in preparing sauces?
- What types of thickening agents are used in preparing sauces?
- What is the main purpose for using sauces?

#10 GUEST SPEAKER

Invite a chef or saucier (sauce cook) from a health care or foodservice establishment to speak to the class about the preparation and serving of soups and sauces.

(TEKS 7G, 9E, 9J)

Key Questions

- What are the characteristics of properly prepared sauces?
- What is a "mother" sauce?
- What factors determine whether soups or sauces are made in-house or from convenience products?
- What are the proper holding procedures for soups? sauces?
- What factors determine the type(s) of soup(s) served on a daily basis?

Variation: Arrange for students to visit a health care or foodservice establishment to observe a chef or cook explain and prepare different types of soups and sauces.

#11 LABORATORY EXPERIENCE

Guide students to plan and implement a "Teacher Appreciation Open House." Have student groups plan and prepare fondue appetizers using various types of sauces served with bread cubes, fruits, and meat cubes or slices.

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 24

Salads

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
8B Practice correct sanitation procedures in food production and service operations.
8D Explain the implications of temperature on the storage, preparation, and handling of food.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
9C Practice cost control techniques in food production operations.
9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.
9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.
9F Follow standardized recipes utilized in food production.
9J Perform appropriate tasks in food production according to industry standards.
9K Apply available technology in food production.
10D Select equipment and utensils appropriate for prescribed tasks.
10E Perform appropriate tasks in foodservice according to industry standards.
10F Practice cost control techniques in foodservice operations.
10G Apply available technology in foodservice.
11C Analyze various companies' practices regarding customer satisfaction.
11D Apply techniques that promote customer service and satisfaction.

Chapter Vocabulary

accompaniment salads
appetizer salad
base
binder
body
congeal
cooked dressings
croutons
dessert salads
dressing
emulsion
entree salads
flavor enhancers
freeze-dried
French dressing
marinade
marinate
mayonnaise
permanent emulsions
reconstitute
rehydrate
salad bars
temporary emulsion
toppings
weeping

RESOURCES

Books

Brittin, Helen C. (2001). *Food Preparation Essentials*. Dubuque, IA: Kendall Hunt.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Molt, Mary K. (2001). *Food for Fifty* (11th Ed.). Upper Saddle, NJ: Prentice-Hall.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking*. Peoria, IL: Glencoe.

Rombaurer, Irma Von Starkloft, Becker, Marion Rombaurer, and Becker, Ethan. (2001). *Joy of Cooking: All About Salads and Dressings*. New York, NY: Scribner.

Web Sites

Chef2Chef
recipe-salad.com

Del Monte
www.delmonte.com

Dole
www.dole.com

Knox Gelatin
www.kraftfoods.com

Kraft Foods
www.kraftfoods.com

Salad Recipes
www.saladrecipe.com

Unilever Bestfoods
www.bestfoods.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

CH 24

Notes

#1 GROUP ACTIVITY/ORAL PRESENTATION

(TEKS 7G)

Divide the class into small groups. Instruct each group to find one picture of each of the different types of salads: combination, arranged, and molded. Provide groups with cookbooks, food magazines, and other classroom resources. Have groups share their pictures with the class and provide reasons as to why the salads were placed into certain categories.

#2 RESEARCH/PROJECT

(TEKS 7G, 9C, 9K, 10F)

TAKS READING TAKS WRITING

TAKS MATH

Divide the class into small groups. Provide each group with a type of salad and dressing. Some examples include Caesar Salad, Wilted Spinach Salad with Hot Bacon Dressing, Tuna Salad with Mayonnaise, and Tomato and Cucumber Salad with a vinegar-based dressing. Instruct students to locate and copy recipes for both the salad and dressings. Instruct students to visit a grocery store and make a list of prices for the salad ingredients. Also, have students price the comparable products found in convenience foods (i.e., prepackaged greens, bottled or dry mix salad dressings). Have each group write and submit a report that compares the prices. **Note:** Students should price their ingredients according to the recipe yield. The serving sizes may differ among the recipes.

As a follow-up activity, have groups debate the pros and cons of using traditional recipes and convenience foods.

Key Questions

- When comparing prices of ingredients, what other factors need to be taken into consideration (e.g., labor, storage)?
- How do the convenience products compare to fresh products in visual appeal? freshness? cost?
- What types of convenience dressings are difficult to find, are not available, or are expensive?

#3 OBSERVATION/PROJECT

(TEKS 7G, 8B, 9E, 10D, 10G, 11C, 11D)

Instruct students to visit a foodservice establishment that offers a salad bar. Have students answer the following questions:

Key Questions

- Where is the salad bar located? Is it centrally located or off to the side?
- What does the location of the salad bar say about its popularity with the dining public?
- What types of ingredients and dressings are available?
- What equipment and utensils are available for customers?
- How often is the salad bar checked for cleanliness and restocking?
- Why must portion control be considered in self-service?
- What special sanitation and upkeep problems are involved with salad bars?

As a follow-up activity, have students design a salad bar. Instruct students to show the ingredients the salad bar would feature, the layout of the foods, the needed equipment, and address any sanitation concerns. Have students share their designs with the class.

(TEKS 7G, 9E)

TAKS SCIENCE

#4 LABORATORY EXPERIENCE

Have students examine and sample different types of salad dressings in a labeled display. Lead a class discussion on the types of dressings: mayonnaise, cooked, or French or oil based. Have students give examples of salads on which each type dressing may be used. **Note**: Label the dressings with large lettering so students with visual impairments can see the names.

As an alternative strategy, have students experiment with the different types of emulsions.

(TEKS 7G, 8D, 9D, 9E, 9K, 10E)

#5 GUEST SPEAKER

Invite a green grocer or a produce manager to speak to the class about types of salad greens. Ask the expert to present and discuss different types of greens, purchasing tips, proper handling and preparation techniques, and storage.

(TEKS 7G, 8D)

TAKS SCIENCE

#6 LABORATORY EXPERIENCE

Divide the class into six lab groups. Provide each group with three or four leaves of lettuce or salad greens (any type). Tell students that this lab is to compare how different storage methods affect salad greens. Give each group one set of directions with space where members can record their group number (one to six) and the names of the group members. Have each group prepare and store its greens according to the directions provided:

Group 1: Wash greens. Place in a salad bowl. Do not cover. Refrigerate.
Group 2: Wash greens. Cover with cold water. Do not cover. Refrigerate.
Group 3: Wash greens. Shake the leaves to remove most of the water clinging to the leaves. Place in a salad bowl. Cover with a clean damp towel. Refrigerate.
Group 4: Wash greens. Shake the leaves to remove most of the water clinging to the leaves. Place in a plastic bag. Seal the bag. Refrigerate.
Group 5: Wash greens. Sprinkle with salt. Place in a salad bowl. Cover securely with plastic wrap. Refrigerate.
Group 6: Wash greens. Tear the leaves into bite-size pieces. Place in a salad bowl and mix with 1 teaspoon of oil and vinegar dressing. Cover securely with plastic wrap. Refrigerate.

Note: Have Group 1 wash the greens and distribute the leaves to the other labs. After 24 hours, display the greens. Have students describe the texture and appearance of each sample.

Key Questions

- What conclusions can be drawn from this lab experience about the preparation and storage of salad greens?
- How do storing greens in a commercial refrigerator differ from storing greens in a domestic refrigerator?

#7 GAME

Have students play "Salad Scramble" to review terms used in salad preparation. See Teaching Aid 78, ***Salad Scramble***, for directions and examples of questions. Have students write the game questions using information from the Reference Book.

(TEKS 7G)

TA 78 Salad Scramble

#8 ORAL PRESENTATION

Have students draw slips of paper that contain types of raw vegetables from a container. Tell students that the vegetables will be used in salads. Have students research the vegetables and share information by giving oral presentations to the class. Have students use classroom references, library resources, or a topic-related video to research the following criteria:

- Characteristics of the fresh vegetable, such as color and texture
- How to properly prepare the vegetable for salads
- How to store the vegetable, including length of storage time

Note: Students may either purchase vegetables to present, use pictures, or prepare other types of visual aids.

Variation: This teaching strategy can be adapted for fresh fruits used in salads.

(TEKS 7G, 8D)

TAKS READING

TAKS WRITING

TAKS SCIENCE

#9 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each lab with a recipe for one of the three types of gelatin salads: meat, vegetable, and fruit. Have the lab groups display the molded salads. Discuss any preparation problems that affected the outcome of the salad. **Note**: Explain the necessity of soaking plain gelatin in cold water and dissolving flavored gelatin in boiling water; length of time for congealing; proper time to add vegetables and fruits; and methods for unmolding. In addition, examine the use of commercial sheet gelatin.

(TEKS 7G, 8B, 8D, 8E, 9C, 9D, 9E, 9F, 9J)

TAKS SCIENCE

#10 LABORATORY EXPERIENCE

Conduct a salad lab. Assign each group one type of salad to prepare, garnish, and serve. Types of salads include appetizer, entree, accompaniment, and dessert. Appoint a student supervisor or ask another teacher to evaluate the salads for appearance, texture, color, temperature, taste, appropriateness of garnish, and serving techniques.

(TEKS 7G, 8B, 8D, 8E, 9C, 9D, 9E, 9F, 9J)

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FCCLA ACTIVITIES

- STAR Event: Culinary Arts; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 25

Sandwiches

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
8B Practice correct sanitation procedures in food production and service operations.
8D Explain the implications of temperature on the storage, preparation, and handling of food.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
9C Practice cost control techniques in food production operations.
9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.
9F Follow standardized recipes utilized in food production.
9I Describe food production skills, procedures, and techniques utilized in catering and other specialized food production operations.
9J Perform appropriate tasks in food production according to industry standards.
11D Apply techniques that promote customer service and satisfaction.
11G Evaluate criteria affecting quality service.

Chapter Vocabulary

club or decker sandwiches
dry fillings
filling
moist fillings
open-faced sandwiches
production line
pumpernickel bread
quick breads
regular sandwiches
rye bread
salmonella contamination
specialty sandwiches
spread
stale bread
tea sandwiches
whole wheat bread

RESOURCES

Books

Brittin, Helen C. (2001). *Food Preparation Essentials*. Dubuque, IA: Kendall Hunt.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Molt, Mary K. (2001). *Food for Fifty* (11th Ed.). Upper Saddle, NJ: Prentice Hall.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking*. Peoria, IL: Glencoe.

Web Sites

Kraft Foods
www.kraftfoods.com

Unilever Bestfoods
www.bestfoods.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

#1 PROJECT/CLASS DISCUSSION

Have students volunteer to participate in a sandwich test. Have students volunteer to purchase any type of sandwich from one of the following establishments: a family-style, sit-down restaurant; a specialty sandwich shop; a takeout restaurant; a fast-food restaurant, a snack bar, or a prepackaged sandwich from a vending machine or a convenience store. Provide volunteers with a copy of Teaching Aid 79, ***Sandwich Test Worksheet.*** Have students complete the worksheet. As a follow-up activity, have volunteer students lead a class discussion through sharing their worksheet answers.

Key Questions

- What are some qualities for sandwiches that were not previously considered before this test?
- What qualities make a good sandwich?
- What are some factors that should be considered to ensure a quality product?

Note: Food safety must be monitored closely. Make sure that all sandwiches have been properly maintained at the appropriate temperature. If food safety is an issue, omit the taste test and evaluate sandwiches on appearance, ingredients, and other factors.

Notes

(TEKS 7G, 8D, 9I, 11D, 11G)

TA 79 Sandwich Test Worksheet

#2 RESEARCH/TIMELINE

Have students use the Internet, library, and classroom resources to gather information about the history of sandwiches. Ask students to develop a timeline which includes main historical events (e.g., Earl of Sandwich, Wendy's). Have students compile the information and post the timeline in the classroom.

As an enrichment strategy, have students prepare and serve sandwiches for a "high tea" much like those served by the Earl of Sandwich.

(TEKS 7G, 9E, 9J)

TAKS READING TAKS WRITING

TAKS SCIENCE

#3 GAME

Lead students in a "Make a Sandwich" game. Have students work with a partner. Each pair of students selects a card with the name of a sandwich on it. Provide pairs of students with poster board or large sheets of paper on which they write the name of the sandwich and list the ingredients needed. Have pairs of students take turns sharing their sandwich and ingredients list with the class.

(TEKS 7G, 8B)

#4 LABORATORY EXPERIENCE

Prepare a breads lab by displaying various types of breads used for sandwiches. Show the different types of breads and discuss the characteristics needed to make a good sandwich. Show examples of stale bread, very

(TEKS 7G)

fresh bread, breads of different sizes, and bread that crumbs or tears easily. Provide samples of the different breads for students to taste.

Key Questions

- What is considered the most common sandwich bread?
- How is the thickness of the bread slices determined?
- Why is day-old bread best for sandwiches?
- How does the amount of filling vary with different sizes and types of bread?

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

TA 24 T-Chart Template

#5 BRAINSTORMING/T-CHART

Have students view Teaching Aid 24, ***T-Chart Template***, which is labeled with "Spreads" on one side of the *T* and "Fillings" on the other side. Have students brainstorm types of spreads and types of fillings. Write the students' answers under the appropriate headings.

Key Questions

- What is considered the most popular spread?
- Why is a spread used?
- Is a spread ever used alone?
- What are some examples of dry fillings? moist fillings?
- Why should some fillings be refrigerated?

TA 34 Venn Diagram

Variation: Have students compare spreads and fillings using Teaching Aid 34, ***Venn Diagram***. Have students draw two overlapping circles and label one circle "spreads" and the other circle "fillings." Instruct students to use these two circles to list examples and characteristics of spreads and fillings. In the space where the two circles overlap, instruct students to write characteristics that spreads and fillings have in common. For example: Mayonnaise is a spread used to keep bread moist, and it is used to hold fillings together.

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

TAKS MATH

#6 VIDEOTAPE/LABORATORY EXPERIENCE

Have students view a video on sandwich preparation. Have students review Table 25.1, *"Steps to Making a Sandwich,"* in the Reference Book. Divide the class into lab groups. Have students practice spreading sandwiches using one of the following fillings: peanut butter and jelly, egg salad, or pimento cheese. Have each student spread at least three sandwiches. Package and sell sandwiches to the class, teachers, or other students. Appoint a student supervisor to check the sandwiches for amount of filling, proper spread of filling, and condition of bread (not torn or mashed). Have students figure price on a cost recovery basis.

#7 GUEST SPEAKER

Invite a caterer to visit the class to demonstrate special assembling, cutting, garnishing techniques, wrapping, and storing sandwiches. Examples might include checkerboard, ribbon, open, pinwheel, and two-tone sandwiches; special cuts; and garnishes.

(TEKS 7G)

Key Questions

- What garnishes were used?
- What is the purpose of garnishing sandwiches?
- When should toothpicks be used?
- What garnishes are the easiest to use? more difficult?
- What are the advantages and disadvantages of some of the different special cuts used for sandwiches?

#8 DEMONSTRATION/LABORATORY EXPERIENCE

Lead a class discussion on the correct procedures for holding and storing cold sandwiches. Demonstrate wrapping and storing sandwiches correctly. Have students prepare, wrap, and store sandwiches to be sold to teachers, other students, and class members.

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

FCCLA ACTIVITIES

- STAR Events: Entrepreneurship; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 26

Meat, Poultry, and Fish

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.

8B Practice correct sanitation procedures in food production and service operations.

8D Explain the implications of temperature on the storage, preparation, and handling of food.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

9C Practice cost control techniques in food production operations.

9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.

9F Follow standardized recipes utilized in food production.

9J Perform appropriate tasks in food production according to industry standards.

Chapter Vocabulary

aging
butterfly
capons
conformation
crustaceans
cured fish
cured meat
dressed fish
entrée
fillets
finfish
finish
fish steaks
fleshing
fricasseeing
giblets
marbling
marinating
mollusks
papain
poultry
pounding
retail cuts
scoring
trichinosis
trussing
variety meats
veal
wholesale cuts

RESOURCES

Agency and Organization

National Livestock and Meat Board

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Videotapes

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Meat Cooking Techniques*
- *Food Safety: Fish and Shellfish Safety*

Web Sites

American Lamb Council
www.lambchef.com

American Turkey Federation
www.eatturkey.com

American's Beef Producers (Retail Cuts of Beef and Veal Charts)
www.teachfree.com

National Chicken Council
www.eatchicken.com

Texas Beef Council
www.txbeef.org

United States Department of Agriculture
www.usda.gov

United States Department of Commerce
www.doc.gov

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

Notes

#1 VIDEOTAPE/GROUP ACTIVITY

Have students view a video on retail cuts of meats (beef, pork, and lamb). As a follow-up activity, show students pictures of meat cuts. Have students identify types and cuts of meats.

(TEKS 7G, 8E)

Variation: Provide meat charts, line drawings, or production pictures of types and cuts of meat. Ask students to identify and locate on a chart their various cuts of meat.

#2 CLASS DISCUSSION

Lead a class discussion on types and cuts of meat, including beef, veal, pork, and lamb. Have students identify the cuts of meat in relation to the meat source. Provide visuals to facilitate student understanding, such as meat charts, production pictures of types and cuts of meat, or Teaching Aids 80, ***Beef and Veal Chart***, and 81, ***Pork and Lamb Chart***.

(TEKS 7G, 8E)

TA 80 Beef and Veal Chart

TA 81 Pork and Lamb Chart

Potential resources include the following Web sites:
- National Pork Board
  www.porktimes.org
  Go to "Cut Charts & Info"
- Teach Free: Retail Cuts of Beef and Veal Charts
  www.teachfree.com
- Retail Cuts Chart in .jpeg and .gif formats for beef, veal, pork, and lamb
  www.chefd.com/dl.htm

Key Questions
- What is the difference between wholesale and retail cuts?
- Which cuts are tender? less tender?
- What are variety meats? Where are they located?

#3 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each lab with the following supplies and equipment: one pound of ground beef, water, a portion scale, a turner, a boning knife, three small frying pans (one with a lid), and three small plates. Have students label the plates, #1, #2, and #3. Distribute Teaching Aid 82, ***Laboratory Experience: Ground Beef.*** Instruct students to follow the directions and complete the worksheet for a grade.

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

TA 82 Laboratory Experience: Ground Beef

TAKS SCIENCE

#4 INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Instruct students to visit a supermarket and identify forms in which meats may be purchased, such as fresh, cured, frozen, and canned. Have students list at least five varieties for each of the types.

(TEKS 7G)

As a follow-up activity, have students share and discuss their lists with the class. **Note:** This teaching strategy can be adapted for poultry and fish.

Key Questions

- Why is aging used for fresh meats? What are the two types of aging processes? With what types of meats are each of the processes used?
- What types of packaging are used for cured meats?
- What types of meats were most commonly found frozen? canned?
- How might the forms of meat influence recipe selection and preparation?

(TEKS 7G, 8E)

TAKS SCIENCE TAKS READING

#5 EDUCATIONAL TOUR

Arrange for students to tour a supermarket meat department. Ask the butcher or meat department manager to cover some or all of the following information:

- USDA inspection and grading
- meat preparation, handling, and storage techniques
- meat cuts and proper cooking techniques

As a follow-up activity, have students draw a slip of paper on which is written a type of meat cut from a container. Have students use classroom resources to locate an appropriate recipe for the cut of meat selected. Have students share and discuss their recipe choices.

Variation: Arrange for a butcher or meat department manager to address the class as a guest speaker.
This teaching strategy can also be adapted for poultry.

(TEKS 7G, 8E)

TAKS WRITING

#6 WRITTEN EXERCISE/ORAL PRESENTATION

Have students select and study one of the following quality standards of meat: USDA inspection and grading, tenderness, or appearance of meat. Ask the students to write a one-page paper describing the factors that designate quality. Have students present an oral report to the class.
Note: This teaching strategy can be adapted for poultry.

(TEKS 7G, 8E)

TA 83 Retail Beef Cuts

TAKS READING TAKS WRITING

#7 RESEARCH/ORAL PRESENTATION

Divide the class into seven groups. Provide copies of Teaching Aid 83, ***Retail Beef Cuts.*** Have the following numbers written on slips of paper and put in a container for drawing: 1, 2, 3, 4, 5, 6 & 7, 8 & 9. These numbers correspond to the areas highlighted on the Teaching Aid. **Note:** Due to limited information, areas 6 and 7, and 8 and 9, are combined. Have each group draw a slip of paper. Ask groups to provide the following criteria regarding the numbered area chosen:

- the industry name for the area (e.g., chuck, rib, short loin, sirloin)
- cuts of beef that come from the area
- recommended cooking method(s) for the cuts
- one recipe or serving suggestion

Have groups use classroom materials, library resources, or the Internet to access information. Ask groups to present their findings to the class through oral presentations, visuals, or both. A computer-generated report may be developed and turned in as part of the grading process.

Potential resources include the following Web sites:

- Retail Cuts of Beef and Veal Charts
  www.teachfree.com
  Go to "CyberCatalog," "Kit Descriptions," "Retail Cuts of Beef and Veal Charts," and "Link to Online Version of Retail Cuts of Beef Chart."
- Texas Beef Council
  www.txbeef.org

#8 GUEST SPEAKER

Invite a foodservice manager, chef, or other professional to discuss tasks assigned to foodservice workers that require handling and storing uncooked meats. **Note:** This teaching strategy can be adapted for poultry and fish.

(TEKS 7G, 8A, 8B, 8D, 8E)

Key Questions

- How should meats be prepared for storage in the refrigerator?
- How should meats be prepared for the freezer?
- How should meats be thawed?
- How is storage of canned meats different?
- How should leftover meats be stored? How long should the meats be stored?

#9 DEMONSTRATION/LABORATORY EXPERIENCE

Demonstrate methods for determining the doneness of meat: how to take internal temperature, how to use a time/weight/temperature cooking chart, and how to test doneness by feel. Divide the class into lab groups. Provide each group with three cuts of meat. Have students practice determining the doneness of meat using the demonstrated methods. Evaluate performance and accuracy. **Note:** This teaching strategy can be adapted for poultry.

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

#10 VIDEOTAPE/LABORATORY EXPERIENCE

Have students view the video, *Meat Cooking Techniques*, or some similar video. Divide the class into lab groups. Have students cook meat using one method demonstrated in the video. Repeat this experience using other methods until the students have tried all the common methods for cooking meat.

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

#11 GAME

(TEKS 7G)

TA 65a-b Chef Rummy

TA 84a-b Meat Cookery

TAKS READING TAKS WRITING

Have students play a rummy game to practice matching cards naming or picturing methods for cooking meat with the dry-heat method, moist-heat method, and cooking with fat. For example, roasting is a dry-heat method. Each time a correct match is made, the player must explain how to prepare meat by the method displayed on the card. Refer to Teaching Aids 65a-b, ***Chef Rummy,*** for detailed instructions for the game. **Note:** Have students prepare the cards for the game by finding pictures or labeling cards. Students may use the Reference Book, classroom materials, and Teaching Aids 84a-b, ***Meat Cookery,*** for information.

#12 VISUAL DISPLAY

(TEKS 7G, 8E)

TAKS READING TAKS WRITING

TAKS SCIENCE

Divide the class into small groups. Have groups use poster board to create informational charts depicting types and classifications of poultry. Instruct students to provide the following information on the charts: type or classification of poultry (i.e., chicken, broilers, fryers, roasters), identifying characteristics (e.g., age, sex, weight), and recommended cooking methods. Have groups use classroom materials, library resources, and the Internet to access information.

#13 VIDEOTAPE

(TEKS 7G, 8E)

Have students view a video on identifying poultry parts. As a follow-up activity, show the class pictures or pieces of poultry purchased in different forms. Have students identify each and give an example of how it can be used in a recipe.

#14 DEMONSTRATION

(TEKS 7G, 8B, 8E, 9C, 9E, 9J)

Demonstrate the procedure for cutting a broiler/fryer. First, demonstrate cutting the bird in half, then into quarters, and, finally, into eight pieces. As a follow-up activity, demonstrate handling and storing the poultry.

Key Questions
- What is the maximum amount of time poultry can be safely stored in the refrigerator?
- How long may frozen poultry be stored?
- What are some proper methods for thawing frozen poultry?
- How should cooked, leftover poultry be stored?

#15 CLASS DISCUSSION/INDIVIDUAL ACTIVITY

(TEKS 7G)

TA 85a-b Poultry Cooking

Use Teaching Aids 85a-b, ***Poultry Cookery,*** to lead a class discussion on cooking methods using both dry- and moist-heat methods. As a follow-up activity, have students complete Activity 26-8, *Short Answer,* in the Student Activity Book on page 223.

Key Questions

- What are the appropriate cooking methods to use for very young chickens? fully mature chickens? older mature chickens?
- What are appropriate cooking methods to use for turkeys?
- What are the types of dry-heat methods? moist-heat methods?
- What comparisons can be made between the two types of cooking methods (e.g., poultry preparation, cooking time, needed equipment and tools)?

TAKS SCIENCE

#16 LABORATORY EXPERIENCE

Conduct a lab comparing chicken prepared fresh to convenience chicken. For the fresh chicken, coat pieces of chicken by dipping in cold milk. Add paprika to the flour and roll chicken in flour. Then fry the chicken in a deep fryer. For the convenience chicken, fry pieces of prebreaded chicken. Compare the amount of time required for preparation, cost per serving, and taste. **Note:** This teaching strategy can be adapted for fish by using breaded fish fillets.

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

TAKS MATH

#17 VISUAL DISPLAY

Have students create bulletin boards or other types of visual displays to help distinguish between types of fish. Have students list or display pictures of various types of fish under the categories of finfish (saltwater and freshwater) and shellfish (crustaceans and mollusks).

(TEKS 7G, 8E)

#18 GROUP ACTIVITY

Have students examine menus from various foodservice establishments to determine the different types of fish available. Compare the number of fish items on the menu to the number of poultry and meat items.

(TEKS 7G, 8E)

Key Questions

- How would the geographic location of the foodservice establishment influence the types of items available?
- How does current public interest in health and nutrition influence menu selections in restaurants?

#19 EDUCATIONAL TOUR/WRITTEN EXERCISE

Arrange for students to tour a supermarket seafood department. Ask the department manager to cover the following information:

- U.S. Department of Commerce inspection and grading
- methods for determining freshness of fish and shellfish
- handling and storage techniques

As a follow-up activity, have students write a summary of the visit and highlight information that was new to them.

(TEKS 7G, 8E)

TAKS WRITING

(TEKS 7G)

TAKS READING

TAKS WRITING

TAKS SCIENCE

#20 RESEARCH/VISUAL DISPLAY

Have students research types of fish and shellfish that are appropriate for cooking with the dry-heat method and the moist-heat method. Have students draw a cooking method from a container. Categories for dry-heat methods include broiling and grilling, baking, sauteing, and pan-frying. Categories for moist-heat methods include steaming (this may include using the microwave), poaching, and simmering. Have students create a visual display that includes the type of cooking method, selections of fish and shellfish appropriate for the chosen method, and a recipe. Have students use classroom materials, library resources, food magazines, and the Internet to locate information. Potential resources include the following Web sites:

- Fish, seafood, and shellfish recipes
  www.adelphiaseafood.com/recipes/recipe.htm
- FreshFish4u.com
  www.chamtech.com/fishnet/recipes

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

TA 86 Cooking with Fish

#21 LABORATORY EXPERIENCE

Divide the class into lab groups. Prepare the lab by setting half of the ovens at 350°F and the other half at 500°F. Provide the following supplies and equipment for each lab: two fish fillets of similar weight and thickness (whitefish, salmon, cod, or halibut), a scale, two wire racks, two small baking pans, two ovens (one set a 350° F, one set at 500° F), a fork, and two small plates. Label the plates Fillet #1 and Fillet #2. Distribute copies of Teaching Aid 86, ***Cooking with Fish***. Have students complete the lab experience by following the directions on the Teaching Aid.

Key Questions

- What is the result when fish is overcooked?
- How does color indicate doneness?
- How does texture indicate doneness?

(TEKS 7G, 8B, 8E, 9C, 9E, 9F, 9J)

TA 87 Fish Cookery

#22 DEMONSTRATION/LABORATORY EXPERIENCE

Demonstrate cooking fish by different methods: broiling, baking, barbecuing, frying, oven frying, poaching, and steaming. Distribute copies of Teaching Aid 87, ***Fish Cookery***. As a follow-up activity, have students practice preparing fish using one or more of the methods demonstrated.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 27

Eggs and Cheese

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.

8B Practice correct sanitation procedures in food production and service operations.

8C Describe foodborne illnesses, their causes, and prevention methods.

8D Explain the implications of temperature on the storage, preparation, and handling of food.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

9F Follow standardized recipes utilized in food production.

9J Perform appropriate tasks in food production according to industry standards.

9K Apply available technology in food production.

10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.

10D Select equipment and utensils appropriate for prescribed tasks.

10E Perform appropriate tasks in foodservice according to industry standards.

10F Practice cost control techniques in foodservice operations.

Chapter Vocabulary

albumen protein
bloom
candling
chalaza
clarify
curdle
curds
emulsifier
fortified eggs
freshness
imitation cheeses
natural cheeses
omelet
pasteurized processed cheese food
processed cheeses
rennet
ripened
salmonella
simmering point
stabilizers
vacuum-packed
whey
yolk

RESOURCES

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Teaching Kit

American Egg Board, Park Ridge, IL:

- *The Incredible Journey from Hen to Home: An Integrated Curriculum Program for Grades 4 to 6. Teacher's Guide.* (Can be adapted for secondary students.)

Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Food Safety: Eggciting Safety Facts*

Web Sites

Ahh, the Power of Cheese...
www.ilovecheese.com

American Dietetic Association
www.eatright.org

American Egg Board
www.aeb.org/

Egg Nutrition Center
www.enc-online.org

The Extraordinary Egg
www.canadaegg.ca

Food Safety and Inspection Service
www.fsis.usda.gov

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

#1 CLASS DISCUSSION

Display eggs of different (natural) colors, sizes, and grades for students to examine. Discuss the differences in color, sizes, and grades. To demonstrate grading of eggs, choose one egg from each grade (Grade AA, Grade A, and Grade B). Break the eggs onto individual flat plates. Have students examine and record the visual differences in the grades.

Key Questions
- Are brown eggs less or more nutritious than white eggs? Explain your answer.
- What is indicated by a small air cell? a large air cell?
- What is the difference in minimum weight between two sizes of eggs?
- Why is it important to know the different grading of eggs?

Note: If eggs are not available for the display, show Teaching Aid 88, *Grading of Eggs*.

Notes

(TEKS 7G)

TA 88 Grading of Eggs

TAKS SCIENCE

#2 INTERNET SEARCH/ACTIVITY

Have students visit pre-selected Web sites to research information on eggs. Have each student write a brief report covering some or all of the following points:
- Nutritional benefits
- Food handling safety
- Health concerns
- Storage
- Recipes

Potential Web sites include the following:
- American Egg Board
  www.aeb.org/
- American Council on Science and Health
  www.acsh.org/publications/story/eggs/
- The Extraordinary Egg
  www.canadaegg.ca/english/educat/intro.html
- Food Safety and Inspection Service: Egg Products
  www.fsis.usda.gov/OA/pubs/eggprod.htm
- Egg Nutrition Center: Eggs, Cholesterol and Health Issues
  www.enc-online.org

Variation: This teaching strategy can be adapted for cheese. Potential Web sites include the following:
- American Dietetic Association (Cheese Counts for Calcium)
  www.eatright.org/nfs/nfs79.html
- National Dairy Council
  www.nationaldairycouncil.org

(TEKS 7G, 8C, 8D, 8E)

TAKS READING

TAKS WRITING

TAKS SCIENCE

(TEKS 7G, 8A, 8B, 8E, 9K)

#3 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each group with the following forms of egg products: dried, liquid, and fresh. Have students prepare scrambled eggs with each of the products. Have students evaluate the products.

Key Questions

- What are the differences in how the egg products are prepared?
- What differences are there in appearance?
- What differences are there in taste?
- What are some food recipes that would be good for each of the products?

(TEKS 7G)

TAKS SCIENCE

#4 CLASS DISCUSSION

Lead a class discussion on ways eggs are used as ingredients (clarifier, binder, emulsifier, thickener, coating, and leavening). As a follow-up activity, have students research cookbooks for recipes containing eggs and identify which cooking function the eggs perform in the recipe.

Key Questions

- What parts of the egg are used to clarify soups? How is this action performed?
- What are some types of foods in which eggs are used in binders?
- How do eggs serve as emulsifiers in some food products?
- What are some types of foods in which eggs are used as thickeners?
- What is leavening? What are some guidelines for achieving the best leavening action?

(TEKS 7G)

#5 BRAINSTORMING/PROJECT

Lead students to brainstorm to develop a flip chart that describes the many uses of eggs in food preparation. Include eggs used as ingredients in other dishes. The chart might be divided into three sections as follows: whole eggs, egg yolks, and egg whites.

(TEKS 7G, 8A, 8B, 8E, 9K)

TA 89a-b Egg Cookery

TAKS SCIENCE

#6 VIDEOTAPE/LABORATORY EXPERIENCE

Have students view a video on egg cookery. As a follow-up activity, have students take part in an egg cookery lab on a rotation basis. Divide the class into six groups. Provide each group with a copy of Teaching Aids 89a-b, ***Egg Cookery***. Have Group 1 begin with cooking eggs in the shell (both cold and hot water); Group 2, fried eggs; Group 3, scrambled eggs; Group 4, plain omelet; Group 5, baked eggs; and Group 6, poached eggs. On completion of one variety of egg cookery, have groups proceed to the next type until everyone in the class practices preparing each type of egg.

#7 LABORATORY EXPERIENCE

Lead students to plan and prepare a brunch or luncheon for teachers or members of the advisory council. Have students prepare and serve egg dishes, such as omelets, garnishing each plate attractively.

(TEKS 7G, 8B, 8E, 9D, 9F, 9J, 9K, 10C, 10E, 10F)

Key Questions

- What kinds of fillings can be used?
- How can the omelet be kept hot if it is prepared in advance?
- What garnishes will provide a contrast in color and texture?

#8 GROUP ACTIVITY

Divide the class into four groups. Have groups develop guidelines for holding and storing fresh eggs, frozen eggs, and dried eggs prior to use and holding and storing cooked eggs and egg dishes. Have each group explain its guidelines to the class. Have students compare the guidelines developed in class with the guidelines on Teaching Aid 90, ***Storage of Eggs***.

(TEKS 7G, 8D, 8E, 9K)

TA 90 Storage of Eggs

TAKS SCIENCE

#9 EDUCATIONAL TOUR

Arrange for students to visit a supermarket and record the various cheeses available, the varieties of cheese, and the shapes and containers in which cheese may be purchased. As a follow-up activity, have the students compare their findings using Teaching Aid 91, ***Forms of Cheese***.

(TEKS 7G)

TA 91 Forms of Cheese

#10 LABORATORY EXPERIENCE

Have students take part in a cheese-tasting party. Prepare a tray or plate of different types of cheeses and number each sample. Provide students a chance to view, taste, and examine the texture of each classification of cheese. Lead a class discussion on the differences, and see how many of the unlabeled cheeses the students recognize. Place labels with the cheeses and discuss the varieties available in each classification (hard, semihard, semisoft, and soft.)

(TEKS 7G)

Key Questions

- Which cheeses are new to you?
- Which ones would be good served with crackers or fruit?
- Which would make good sandwiches?

#11 CLASS DISCUSSION/PROJECT

Lead a class discussion on foods prepared with different types of cheeses. Provide students with menus from different foodservice establishments. Have students find examples of how different cheeses are used, such as in breakfast, lunch, and dinner dishes; appetizers; and desserts. As a follow-up activity, have students plan breakfast, lunch, and dinner menus that include a cheese dish.

(TEKS 7G)

Key Questions

- What types of cheeses are used in cooking?
- How are cheeses used in cooking?

(TEKS 7G, 8A, 8D, 10D)

#12 GUEST SPEAKER

Invite a National Dairy Council representative to demonstrate or discuss cheese cookery techniques.

Key Questions

- What is the purpose of grating cheese before adding it to other foods?
- What temperatures are correct for cheese cookery?

(TEKS 7G, 8A, 8B, 8E, 9K)

TA 92 Cooking with Cheese

TAKS SCIENCE

#13 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each lab with the following supplies and equipment: English muffins, pizza sauce, mozzarella cheese, cheddar cheese, Monterey Jack cheese, a grater or shredder, a baking sheet, three bowls, a large spoon, a rubber spatula, and toothpick flags. Distribute copies of Teaching Aid 92, ***Cooking with Cheese.*** Instruct students to follow the directions and complete the worksheet for a grade.

(TEKS 7G, 8A, 8B, 8E, 9K)

TA 68 Convenience Foods Product Evaluation

#14 LABORATORY EXPERIENCE

Select a cheese dish, such as macaroni and cheese, and cut the recipe ingredients in half. Divide the class into two groups. Have one group prepare the recipe with processed cheese and the other group prepare the recipe with cheddar cheese. Have students use Teaching Aid 68, ***Convenience Foods Product Evaluation***, to keep a record of preparation time and to record their evaluations.

Key Questions

- Which method saves the most time?
- How do the two methods compare as finished products (e.g., taste, texture, appearance)?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

FCCLA

TAKS SCIENCE

(TEKS 7G, 8C, 8D, 8E)

#15 LABORATORY EXPERIENCE

Provide several examples of cheese that has been stored incorrectly. Have students participate in "Guess What Happened?" to learn about storing cheese. Have students look at and smell cheese that has *not* been stored correctly. After each student has seen and smelled the cheese, see who can determine how the cheese was stored incorrectly. **Note:** This teaching strategy can be used for evaluation by comparing several cheeses that have been stored correctly and incorrectly. Have students record which cheese was stored correctly and which was stored incorrectly.

Chapter 28

Vegetables and Fruits

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

7H Implement appropriate work-simplification procedures when performing assigned tasks.

8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.

8B Practice correct sanitation procedures in food production and service operations.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

9F Follow standardized recipes utilized in food production.

9G Apply nutrition principles in planning, preparation, and presentation for food production operations.

9K Apply available technology in food production.

9J Perform appropriate tasks in food production according to industry standards.

Chapter Vocabulary

au gratin
blanching
carton
crate
dehydrated
dicing
drupes
flat
free steamer
legumes
lug
mincing
pit
pomes
pounds per square inch (psi)
sautéed
scalloped
shredding
slicing
stir-frying

RESOURCES

Agency and Organization

American Dietetic Association

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Videotape

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:

- *Food Safety: Fruit Facts and Veggie Vitals*

Web Sites

ConAgra Foods
www.conagra.com

Del Monte
www.delmonte.com

Dole
www.dole.com

Hunt's
www.hunts.com

TexaSweet
www.texasweet.com

Washington Apples
www.bestapples.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

#1 GAME

(TEKS 7G)

Have students participate in a "Vegetables and Fruits Identification" game. Prepare two identical trays of raw vegetables and fruits with toothpicks inserted in each piece. Have students wash their hands. Divide the class into two teams. Ask one student from each team to assist with the blindfolds and another to assist with scorekeeping. Set a time limit of 10-15 minutes and have each team select a member to be first. Ask the two students who are "first" to come to the front of the room and be blindfolded. Hand each student a fruit or vegetable from the tray to feel, smell, taste, and then identify by type and name. Students not guessing are not allowed to call out hints or names of the fruit or vegetable. Rotate students at a fast pace so that everyone has a turn. Discuss the results of the identification game and correct any misinformation.

#2 CLASS DISCUSSION/PROJECT

(TEKS 7G, 9G)

Lead a class discussion on the various ways vegetables and fruits can be used in menus. Have students give examples of vegetables and fruits as appetizers, soups, entrees, accompaniments, and desserts. As a follow-up activity, have students plan three different menus for lunch and dinner using the Food Guide Pyramid for determining numbers of servings. Have students provide nutritional information on the types of vegetables and fruits used in the menu planning.

Key Questions

- Which vegetables can be served as an entree?
- What food group compliments vegetable protein to make it complete?
- How many servings of vegetables and fruits should be eaten daily?
- What are the serving sizes?
- What vitamins are provided by vegetables and fruits?

Variations: Have students play the matching game "Fruit Basket Turnover." The game could also be played using vegetables.

#3 EDUCATIONAL TOUR

(TEKS 7G)

TAKS SCIENCE

Arrange for students to visit a supermarket or farmer's market. Ask the professional to discuss types of vegetables and fruits, including such information as the selection process, storage methods, and cleaning.

Key Questions

- How should vegetables and fruits be prepared to prevent loss of nutrients?
- How can discoloration be prevented on cut fruits, such as bananas and avocados?
- How can lettuce be made crisp?
- Where were most of the vegetables and fruits grown?

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#4 RESEARCH/VISUAL DISPLAY

(TEKS 7G)

TAKS READING

TAKS WRITING

TAKS SCIENCE

Divide the class into small groups. Instruct the groups to research types of legumes and prepare visual displays that provide the following information: type of legume, characteristics or description, cooking method, and uses in recipes. Students may create flip charts, posters, bulletin boards, brochures, or other types of visuals. Have groups present their visual display to the class.

#5 VIDEOTAPE/LABORATORY EXPERIENCE

(TEKS 7G, 7H, 8A, 8B, 9D, 9F, 9J)

Have students view a video on knife skills and cutting vegetables. Have students practice knife skills by preparing vegetables for salads.
Note: For a related teaching strategy, refer to Teaching Strategy 7, Chapter 24, *Salads.*

Variation: Have students create vegetable garnishes to be used as a side dish, plate garnish, or centerpiece.

#6 LABORATORY EXPERIENCE

(TEKS 7G, 7H, 8A, 8B, 9D, 9F, 9J)

TAKS WRITING

Conduct a cooking lab for making grilled vegetable skewers. Provide lab groups with the following: a recipe and ingredients for making a vegetable marinade, a grill or broiler, bamboo skewers, and a selection of vegetables. The vegetable selection may include zucchini, yellow squash, broccoli florets, cauliflower florets, onion, red bell pepper, and mushroom caps. Have students wash, prepare, and grill the vegetables. Have students write a brief critique on the cooking method and the quality of the end product.

#7 CLASS DISCUSSION/LABORATORY EXPERIENCE

(TEKS 7G, 7H, 8A, 8B, 9D, 9F, 9G, 9J)

Lead a class discussion on types of potatoes and how they can be used in menus. Have students give examples of potatoes as appetizers, soups, accompaniments, and desserts. As a follow-up activity, divide the class into lab groups. Have groups select one of the following: potatoes as appetizers, soups, accompaniments, or desserts. Instruct groups to locate a potato recipe that falls within the selected area. Have lab groups prepare their recipes for the class. Have groups provide nutritional information in addition to the prepared recipe.

Key Questions
- What types of potatoes are most familiar to the class?
- What are the most common ways to prepare potatoes?

#8 LABORATORY EXPERIENCE

(TEKS 7G, 9K)

TA 93 Cooking Procedures for Vegetables

Divide the class into lab groups. Tell students that this lab is to determine the effect of cooking procedures on color and texture of vegetables. Provide each lab group with the following supplies and equipment: a 1-pound package of frozen vegetable (e.g., broccoli, brussel sprouts, spinach, or other type of frozen vegetable), two saucepans with lids, a liquid measuring cup, a colander, two small bowls, and a fork. Distribute copies of Teaching Aid 93, ***Cooking Procedures for Vegetables***. Instruct students to follow the directions and complete the worksheet for a grade.

TAKS SCIENCE

#9 INDIVIDUAL ACTIVITY

Ask each student to prepare a vegetable or fruit at home for a family meal. Students should select methods of cooking that have not been practiced in class laboratory experiences. Ask each student to present a three-minute oral report in class to share their experiences of the food prepared, the method used, the quality of the final product, and any difficulties or challenges in the preparation of the food.

(TEKS 7G, 7H, 8A, 8B, 9D, 9F, 9J)

#10 LABORATORY EXPERIENCE/CLASS DISCUSSION

Divide the class into lab groups. Have one person from each group draw a slip of paper on which is written an age group or an occasion from a container. Some examples include a four-year-old's birthday party, a holiday dinner for the family, and a nursing home patient tray. Provide a selection of different fruits and appropriate garnishes. Have each group display their garnished fruit plate to the class and explain why each plate is appropriate for the occasion and why each garnish was chosen. Lead a class discussion on ways each plate could be changed to make it appropriate for other age groups and occasions.

(TEKS 7G, 7H, 8A, 8B, 9D, 9F, 9J)

#11 VIDEOTAPE/LABORATORY EXPERIENCE

Have students view a video on food safety and storage as it relates to fruits and vegetables, such as *Food Safety: Fruit Facts and Veggie Vitals*. As a follow-up activity, have students participate in a laboratory experience designed to demonstrate the effects of proper and improper storage by conducting the following experiment:

- Divide a head of lettuce into five sections.
- Place one section in the refrigerator unwrapped.
- Put one section in a plastic bag and store in the refrigerator.
- Put one section in a plastic bag and store on a pantry shelf.
- Put one section in a plastic bag and store in the freezer.
- Put one section in the crisper drawer of the refrigerator unwrapped.
- Leave all samples for two days.
- Have students examine the samples to determine the proper storage method for lettuce.
- Have students write a brief conclusion on proper storage for lettuce to turn in for a grade.

(TEKS 7G, 8B, 8E, 9K)

TAKS SCIENCE

Note: The sample from the freezer will need to thaw for one to two hours prior to class so that students can see the effects of freezing on the lettuce.

Commercial refrigerators typically do not have crisper drawers. Lettuce is prepped and stored in cold water in a covered container.

#12 PANEL DISCUSSION

(TEKS 7G)

Invite a panel of foodservice managers to speak to the class regarding food storage facilities and methods used in their businesses. Ask students to prepare questions in advance on topics, such as rotation of frozen foods, rotation of canned goods, checking temperatures in walk-in boxes, and guidelines for storing leftovers.

#13 RESEARCH/VISUAL DISPLAY

(TEKS 7G)

TAKS READING

TAKS WRITING

TAKS SCIENCE

Have students research types of fruits and participate in creating an informational visual display for the classroom. Have each student draw a slip of paper on which is written a fruit category, such as Berries, Citrus, Exotics, Grapes, Melons, Pomes, Stone Fruits, and Tropicals. Have each student choose a type of fruit that falls within the category chosen. **Note:** Make certain that no two students choose the same type of fruit for any given category. Have students use classroom materials and library references to research and provide the following information:

- Appearance
- Color
- Flavor
- Texture
- Peak season
- Selection and purchasing considerations
- Ripening techniques
- Proper storage methods
- Cooking uses/Recipes
- Serving procedures

After collecting data, have students work together to create a poster, flip chart, or other visual display for classroom use.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 29

Cereals and Pastas

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
8B Practice correct sanitation procedures in food production and service operations.
8D Explain the implications of temperature on the storage, preparation, and handling of food.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment used in food production.
9F Follow standardized recipes utilized in food production.
9H Describe food preparation strategies for meeting special dietary requirements.
9I Describe food production skills, procedures, and techniques utilized in catering and other specialized food production operations.
9J Perform appropriate tasks in food production according to industry standards.
9K Apply available technology in food production.
10C Utilize appropriate techniques for presentation and service in foodservice operations according to industry standards.
10E Perform appropriate tasks in foodservice according to industry standards.
10F Practice cost control techniques in foodservice operations.

Chapter Vocabulary

al dente
arborio rice
basmati rice
bran
brown rice
bulgar
coated rice
converted rice
couscous
durum wheat
endosperm
enriched
enriched rice
fortified
germ
gluten
glutinous rice
jasmine rice
polenta
refined
wehani rice
whole-grain/unrefined
wild rice

RESOURCES

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Web Sites

General Mills
www.generalmills.com

Kelloggs
www.kelloggs.com

National Pasta Association
www.ilovepasta.org

New World Pasta
www.nwpasta.com

Pillsbury
www.pillsbury.com

Quaker Oats
www.quakeroats.com

Rice Day Cafe
www.ricecafe.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

#1 INTERNET ACTIVITY/WEBQUEST

Divide the class into small groups. Have groups use preselected Internet sites to conduct research on cereals, rice, or pasta. Visiting the Web sites, students will acquire information using the following criteria:

- History of product
- Facts and information
- Nutritional information
- Cooking guidelines
- Storing and holding methods
- Serving ideas or recipes

Groups should be allowed to explore the preselected Web sites so that research results will be creative and different from one another. For instance, when researching cereals, students could investigate such sources as corn, wheat, barley, and bran. **Note:** Read the WebQuest information found in the Creative Ideas section of this Curriculum Guide. It is suggested that you visit the following Web sites for examples, tips, and pointers prior to conducting a WebQuest. Teaching Aids 94a-c, ***Cereals, Rice, and Pasta: A WebQuest***, is a created WebQuest containing information that can be used for this strategy.

- WebQuest Readings and Training Materials
  webquest.sdsu.edu/materials.htm
- WebQuest Home Page
  webquest.sdsu.edu/webquest.html

#2 INDIVIDUAL ACTIVITY

Have students view a video on cereal grains, or show students Teaching Aid 95, ***Grains for Breakfast Cereals.*** Have students locate and identify the three parts of each type of grain.

Key Questions

- Which parts may be removed in processing?
- Which type of rice is considered the most nutritious? Why?

As a follow-up activity, have students complete Activity 29-1, *Labeling*, in the Student Activity Book on page 248.

#3 GROUP ACTIVITY

Display various kinds of uncooked cereal and pasta products. Put a small amount of each product in unlabeled custard cups or small bowls for viewing. Identify each product with a number. Have students write the number and name of each product that they can identify. Review each of the products while students follow along and check their own papers. As a follow-up activity, have students complete Activity 29-3, *Short Answer*, in the Student Activity Book on page 250.

Notes

(TEKS 7G, 8D, 9H, 9I, 9K)

TA 94a-c Cereals, Rice, and Pasta: A WebQuest

TAKS READING
TAKS WRITING
TAKS MATH
TAKS SCIENCE

(TEKS 7G)

TA 95 Grains for Breakfast Cereals

TAKS SCIENCE

(TEKS 7G)

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Key Questions

- Which products are cereals? pastas?
- Which must be cooked? ready-to-eat?
- Which products are noodles? macaroni? spaghetti?

Variation: Have students use graphic organizers to group the displayed products. Examples of groupings are cereals, pastas, noodles, macaroni, and spaghetti.

(TEKS 7G)

TAKS READING **TAKS WRITING**

#4 VISUAL DISPLAY

Have students create informational posters for classroom display. Have students glue cereal and grain products to poster board along with such information as identifying features, best use in recipes, and cooking methods.

(TEKS 7G)

TAKS MATH

#5 PROBLEM SOLVING

Have students visit local supermarkets and report the number of varieties of pasta and the cost per ounce of each available type. Have students determine how many ounces of each product equals one serving. Have students determine which product is the most expensive and which is the least expensive.

Variation: Divide the class into groups. Instruct some groups to report on varieties and costs of cereals, some groups on pastas, and some groups on rice. Have groups determine the most expensive and the least expensive products. Have groups present their findings to the class.

(TEKS 7G, 8B, 8E, 9D, 9F, 9J, 9K)

TA 96 Product Evaluation

TAKS SCIENCE

#6 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each group with the following: quick-cooking rice, brown rice to cook on the stovetop, and white rice to cook in the microwave oven. Have students follow directions for preparing each type of rice. Instruct lab groups to evaluate the finished products using Teaching Aid 96, ***Product Evaluation***.

Variation: This teaching strategy can be adapted for cereals. For example, have lab groups use regular oatmeal, quick-cooking oatmeal, and instant oatmeal. One of the cereals could be prepared using the microwave oven.

(TEKS 7G, 9H)

#7 PROJECT

Instruct students to plan a menu for a well-balanced meal using the Food Guide Pyramid for number of servings and serving sizes. Have students include a cereal or pasta dish to represent the Bread, Cereal, Rice, and Pasta Group. Have students share menus in class. **Note:** Students may plan menus for breakfast, lunch, or dinner.

Variation: Have students plan a one-day menu. Have students include a detailed report that includes the food groups used, number of servings, and serving sizes.

#8 LABORATORY EXPERIENCE

Divide the class into lab groups. Demonstrate the amount of expansion of pasta and rice by measuring one cup of macaroni, one cup of noodles, and one cup of rice to be cooked. Have students prepare each product according to directions and then measure the amount of each cooked product.

(TEKS 7G, 8B, 8E, 9D, 9F, 9J, 9K)

TAKS MATH TAKS SCIENCE

Key Questions
- Which product expanded the most during cooking? the least?
- How much cooked rice is a standard serving?
- How much rice should be cooked to yield 25 servings?

#9 LABORATORY EXPERIENCE

Have students plan, prepare, and serve a spaghetti and salad luncheon at a FCCLA function, for teachers, or some other group. Have students calculate the amounts of ingredients needed. Following the luncheon, have students write a brief evaluation. **Note:** If the students are planning to recover the costs of the luncheon, have them calculate the amount to charge for each plate.

(TEKS 7G, 8B, 8E, 9D, 9F, 9J, 9K, 10C, 10E, 10F)

FCCLA

#10 EDUCATIONAL TOUR

Arrange for students to visit a foodservice establishment. Ask the manager to discuss the holding and storing of cereals and pastas.

(TEKS 7G, 8D, 8E)

Key Questions
- What are the correct storing procedures for cereals and pastas?
- What part of the grain causes these products to become stale when not stored correctly?
- What effect does moisture have on stored products?

#11 DEMONSTRATION

Demonstrate holding techniques for cooked spaghetti. Cook 8 to 10 ounces of spaghetti and divide into two portions. Drain and rinse one portion of the spaghetti, then cover with cold water and place in the refrigerator overnight. Drain the remaining portion, but *do not* rinse, then place the sample in an uncovered bowl, and store in the refrigerator overnight. Ask students to compare the two samples on the following day.

(TEKS 7G, 8D, 8E)

TAKS SCIENCE

Key Questions

- Which sample looks best?
- What conclusions are drawn from this demonstration?
- How should the spaghetti be reheated for serving?

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Culinary Arts
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 30

Breads

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
7H Implement appropriate work-simplification procedures when performing assigned tasks.
8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.
8B Practice correct sanitation procedures in food production and service operations.
8D Explain the implications of temperature on the storage, preparation, and handling of food.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
9C Practice cost control techniques in food production operations.
9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.
9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.
9F Follow standardized recipes utilized in food production.
9J Perform appropriate tasks in food production according to industry standards.
9K Apply available technology in food production.
10D Select equipment and utensils appropriate for prescribed tasks.
11C Analyze various companies' practices regarding customer satisfaction.

Chapter Vocabulary

baking powder
baking soda
batter method
biscuit method
bloom
budding
cake method
chemical leaveners
cool-rise method
double-action baking powder
drop batters
gluten
kneading
leavener
leavening agent
muffin method
pour batters
proofing cabinet
proofing/fermentation
quick breads
roll-in process
self-rising flour
single-action baking powder
sponge-dough method
straight-dough method
yeast

RESOURCES

Agencies and Organizations

American Institute of Baking

Culinary Institute of America

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Videotapes

Culinary Institute of America, Hyde Park, NY:
- *The Basics of Bread Baking*

The Curriculum Center for Family and Consumer Sciences, Texas Tech University:
- *Food Testing: Working with Yeast*

Web Sites

General Mills
www.generalmills.com

Pillsbury
www.pillsbury.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

CH 30

#1 CLASS DISCUSSION

Lead a class discussion on the differences between quick breads and yeast breads.

Key Questions

- What leavening agents are used in quick breads?
- What are some examples of quick breads?
- What are some examples of yeast breads?
- What causes yeast breads to rise?

As a follow-up activity, have students complete Activity 30-5, *Short Answer*, in the Student Activity Book on page 259.

Notes

(TEKS 7G)

TAKS SCIENCE

#2 BRAINSTORMING

Have students brainstorm the ways breads may be used in menus; include their use as a main dish, accompaniment, snack or appetizer, ingredient in other dishes, and dessert. Write the different menu uses on the board as students call them out. Distribute samples of menus from a variety of foodservice establishments. Have students find examples of breads used in the menus. Write the students' examples under the menu categories previously brainstormed.

(TEKS 7G)

#3 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each student with a copy of Teaching Aid 97, ***Laboratory Experience: Gluten***. Instruct students to follow the directions and complete the worksheet for a grade.

(TEKS 7G)

TA 97 Laboratory Experience: Gluten

#4 LABORATORY EXPERIENCE

Divide the class into lab groups. Explain to students that the purpose of this lab is to determine the effect of leaveners in quick breads. Provide each group with a recipe for basic muffins. Instruct groups to make the following recipe adjustments:

Lab 1. Follow the directions as written with no adjustments.
Lab 2. Substitute baking soda for the baking powder in the recipe.
Lab 3. Substitute brown sugar for the granulated sugar in the recipe.
Lab 4. Substitute water for the milk in the recipe.
Lab 5. Substitute butter or margarine for the vegetable shortening in the recipe.

Have plates available for the finished products. Label the plates #1, #2, #3, #4, and #5. Distribute copies of Teaching Aid 98, ***Laboratory Experience: Muffins***. Instruct students to follow the directions and complete the worksheet.

(TEKS 7G, 8B, 9D, 9F, 9K)

TA 98 Laboratory Experience: Muffins

TAKS SCIENCE

BEST COPY AVAILABLE

(TEKS 7G, 8B, 9D, 9F, 9K)

#5 LABORATORY EXPERIENCE

Divide the class into lab groups. Have each group prepare a type of quick bread using one of the three mixing methods. Ideas for products include the following:

- Muffin method—muffins, hush puppies, popovers, waffles, and pancakes
- Biscuit method—biscuits, scones, and shortcakes
- Cake method—some types of muffins, fruit and nut loaves, and coffee cakes

Have students evaluate the finished products using Table 30.1, *Characteristics of Quality Quick Breads*, in the Reference Book as a guide.

(TEKS 7G)

TA 99 Laboratory Experience: Working with Yeast

TAKS SCIENCE

#6 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each student with a copy of Teaching Aid 99, ***Laboratory Experience: Working with Yeast***. Instruct students to follow the directions and complete the worksheet for a grade.

(TEKS 7G, 8B, 9D, 9F, 9K)

#7 VIDEOTAPE/DEMONSTRATION

Have students view a video on yeast breads, such as *Food Testing: Working with Yeast*, or have students review Table 30.2, *Making Yeast Breads*, in the Reference Book. Demonstrate the ten basic steps for making a yeast bread using the straight dough method. Provide an instant camera (i.e., digital camera), and assign one student to take pictures of the demonstration that will illustrate the ten basic steps. Number the pictures on the back in sequential order. The pictures can then be rearranged and students can test their knowledge by putting the pictures in correct order.

(TEKS 7G, 8B, 9D, 9F, 9K)

TA 100 Plain Loaf Bread

TA 101 Braided Loaf

TA 102 Cloverleaf Rolls

TA 103 Butterflake Fans

TA 104 Crescent Rolls

TAKS SCIENCE

#8 LABORATORY EXPERIENCE

Have students practice making bread using the straight dough method. Divide the class into five groups, and have each group shape and pan the bread as follows:

- Plain loaf
- Braided loaf
- Cloverleaf rolls
- Butterflake Fans
- Crescent Rolls

As guides for shaping breads and rolls, have students use the following Teaching Aids: 100, ***Plain Loaf Bread***; 101, ***Braided Loaf***; 102, ***Cloverleaf Rolls***; 103, ***Butterflake Fans***; and 104, ***Crescent Rolls***. Have students evaluate the finished products using Table 30.3, *Causes of Yeast Bread Failures*, in the Reference Book.

Variation: When students are making bread, include the following activity:

1. Weigh the bread dough before proofing and baking. Record the weight.
2. After baking, weigh the same loaf. Record the weight.
3. Write a short paragraph explaining the differences in weight.

#9 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide each group with a recipe for making sweet yeast breads. Have groups prepare one of the following: cinnamon rolls, coffee rings, doughnuts, or Danish pastry. As guides for preparing the breads, have students use the following Teaching Aids: 105, ***Cinnamon Rolls***, 106, ***Coffee Rings***, 107, ***Doughnuts***, and 108, ***Danish Pastry***. Have students shape and pan the dough, then bake after proofing. Have students evaluate the finished products using Table 30.3, *Causes of Yeast Bread Failures*, in the Reference Book.

(TEKS 7G, 8B, 9D, 9F, 9K)

TA 105 Cinnamon Rolls

TA 106 Coffee Rings

TA 107 Doughnuts

TA 108 Danish Pastry

#10 LABORATORY EXPERIENCE

Divide the class into lab groups. Have some of the lab groups prepare a quick bread using a traditional recipe. Have the remaining lab groups prepare a quick bread using a convenience product. Have students evaluate the finished product by completing Teaching Aid 68, ***Convenience Foods Product Evaluation***.

(TEKS 7G, 8B, 9D, 9F, 9K)

TA 68 Convenience Foods Product Evaluation

#11 EDUCATIONAL TOUR

Arrange for students to visit a wholesale bread supplier or commercial bakery. Ask the representative to speak to the class about convenience quick breads and yeast breads and show products that are available. Have students prepare questions regarding prices, amount of preparation required, and amount of time needed to prepare the convenience products.

Variation: Invite the wholesale supplier or commercial bakery representative as a guest speaker to the class.

(TEKS 7G, 11C)

#12 LABORATORY EXPERIENCE

Guide students to plan and implement a "Pizza Day" for classmates, teachers, and administrators. Have students take orders for types of pizzas and breadsticks. Have students prepare and serve or deliver the pizzas and breadsticks. **Note:** This teaching strategy can be conducted on a cost recovery basis to provide the students with authentic practice at no cost to the department. Have students calculate costs and determine the amount to charge participants. This teaching strategy can also be used as an FCCLA recruitment activity.

Key Questions

- What special holding and storing techniques will be needed?
- What food preparation can be done in advance?

(TEKS 7G, 7H, 8B, 9C, 9E, 9J, 9K, 10D)

TAKS MATH

FCCLA

#13 CLASS DISCUSSION/GROUP ACTIVITY

Lead a class discussion on proper storage techniques for fresh breads. Have students practice wrapping breads in foil and plastic wrap for storage.

(TEKS 7G, 8A, 8B, 8D, 8E, 9K)

Key Questions

- When should bread be wrapped or placed in a moisture-proof, airtight container?
- When should breads be frozen?
- How long will frozen bread keep?
- When should bread be stored in the refrigerator?

#14 LABORATORY EXPERIENCE/BRAINSTORMING

(TEKS 7G, 8A, 8B, 8D, 8E, 9K)

Have students demonstrate making bread crumbs with the food processor and storing them in large self-sealed plastic bags in the freezer. Have students brainstorm menu uses for bread crumbs.

FCCLA ACTIVITIES

- STAR Events: Entrepreneurship; Culinary Arts
- Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 31

Desserts and Cookies

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

7G Use appropriate terminology related to the food production and service industry.
7H Implement appropriate work-simplification procedures when performing assigned tasks.
8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.
8B Practice correct sanitation procedures in food production and service operations.
8D Explain the implications of temperature on the storage, preparation, and handling of food.
8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.
9C Practice cost control techniques in food production operations.
9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.
9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.
9F Follow standardized recipes utilized in food production.
9J Perform appropriate tasks in food production according to industry standards.
9K Apply available technology in food production.
10D Select equipment and utensils appropriate for prescribed tasks.
11D Apply techniques that promote customer service and satisfaction.

Chapter Vocabulary

a la mode
baked Alaska
baked soufflé
Bavarian cream
Bettys
charlotte
chiffons or sponges
dumplings
egg wash
floating island
frozen yogurt
fruit whips
ices
mousse
parfait
scalded
simple syrup
soft custard
Spanish flan
trifle

RESOURCES

Agencies and Organizations

American Dietetic Association

Culinary Institute of America

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice-Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Publications

Bon Appetit

Gourmet

Southern Living

Web Sites

Eagle Brand Milk
www.eaglebrand.com

General Mills
www.generalmills.com

Knox Gelatin
www.knox.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

Notes

#1 CLASS DISCUSSION

(TEKS 7G)

Have students examine various restaurant menus to determine types of desserts that are offered. List the different types on the board as students identify them. Lead a class discussion on the categories of desserts as listed in the Reference Book. Have students write the dessert categories on a sheet of paper and then write each of the desserts listed on the board in its proper category.

Key Questions

- Did any category not have desserts listed? If so, why might these desserts not be offered in restaurants?
- Which types are most offered? least offered?

#2 RESEARCH

(TEKS 7G, 11D)

Have students visit local supermarkets to research the different forms of the same fruit that could be used in desserts. Examples include fresh, canned, dried, and frozen. Have students choose a fruit to research. Instruct students to record the various ways the fruit can be purchased and to record prices, shelf life expectancy, and the appropriate menu or recipe uses. Have students write a brief report on their findings to turn in for a grade. Have students share their reports with the class.

#3 EDUCATIONAL TOUR

(TEKS 7G)

Arrange for students to visit a foodservice establishment that serves desserts. Ask the representative to discuss and present types of desserts made in the establishment from fresh ingredients, uses of convenience foods, and products that are purchased as ready to bake and serve. Have students prepare questions prior to the tour.

Key Questions

- What factors determine the desserts are made fresh as opposed to using convenience products?
- How is storage a consideration in products offered?

#4 CLASS DISCUSSION/DEMONSTRATION

(TEKS 7G, 8D, 9E)

TAKS SCIENCE

Lead a class discussion on treating peeled and sliced fruits that darken when exposed to air, for example bananas and apples. Have students demonstrate ways to prevent discoloration using ascorbic acid, lemon juice, and simple syrup.

Key Questions

- Why is it important to treat fruits to keep them from darkening?
- What types of desserts would require this treatment?

(TEKS 7G)

TAKS READING

TAKS WRITING

TAKS SCIENCE

#5 INTERNET SEARCH

Have students research preselected Internet Web sites to find recipes for fruit desserts. Group students to research either fried or baked fruit dessert recipes. Have students print out the recipes to share with the class. Discuss recipe uses of fresh, canned, frozen, and dried fruit.

Key Questions

- What other types of fruit could be used in the selected recipes?
- If the recipe calls for canned fruit, could fresh, frozen, or dried fruit be substituted? Why or why not?
- What preparation methods are required for the fruits used in the recipes?

Potential resources include the following Web site:

• all recipes	*dessert.allrecipes.com*	(key word fruit desserts)

(TEKS 7G, 8B, 8E, 9K)

TAKS SCIENCE

#6 LABORATORY EXPERIENCE

Divide the class into lab groups to have students participate in a gelatins lab. Provide students with equipment, supplies, and recipes for the following labs:

- Unflavored gelatin made with apple juice
- Convenience product, such as flavored gelatin, made with fruit
- Whipped gelatin
- Flavored gelatin made with fruit juice in place of water
- Unflavored gelatin made with pineapple juice
- Unflavored gelatin made with fresh or canned pineapple slices
- Gelatin made with a basic or traditional recipe

Have students evaluate the finished products on such criteria as taste, ease of production, and quality of end product.

(TEKS 7G, 8B, 8E, 9K)

#7 LABORATORY EXPERIENCE

Divide the class into lab groups to have students participate in a puddings and custards lab. Provide students with equipment, supplies, and recipes for the following labs:

- Cream pudding cooked on the range top
- Tapioca pudding
- Rice pudding
- Bread pudding
- Baked custard
- Soft custard

Have students evaluate the finished products on such criteria as taste, palatability, ease of production, and quality of end product.

#8 LABORATORY EXPERIENCE

Lead students in a review of preparing and serving frozen desserts, pages 387-388 of the Reference Book. Guide students to plan and implement a dessert lab for teachers and administrators. Have students plan the flavors of ice cream and types of garnishes to be served. **Note:** This activity can be conducted on a cost recovery basis to provide the student with authentic practice at no cost to the department. Have students calculate costs and determine the amount to charge participants.

(TEKS 7G, 7H, 8B, 9C, 9D, 9E, 9F, 9J, 9K, 10D)

TAKS MATH

Key Questions

- What special holding and storing techniques will be needed?
- How will serving temperature be a factor?
- What type of food preparation can be prepared in advance?
- How can the quantity be determined?
- What serving equipment will be required?

#9 LABORATORY EXPERIENCE

Prepare a frozen desserts lab by displaying the following products: ice cream, ice milk, sherbet, ices, and sorbet. Discuss the characteristics of each product. Have students observe, taste, and evaluate the products. Evaluations should be based on appearance, color, texture, palatability, and melting quality.

(TEKS 7G, 8D)

Key Questions

- How much should a high quality ice cream weigh? ices and sherbets?
- What percent of ice cream is butterfat? How does ice milk differ?

#10 DEMONSTRATION

Have students view a demonstration of simple desserts that appear to be difficult—for example, Peach Flambe, Cherries Jubilee, and Baked Alaska.

(TEKS 7G)

Key Questions

- Why are these simple desserts often considered difficult to prepare?
- How might serving these types of desserts increase customer satisfaction?
- What are some management concerns that should be considered when adding these types of desserts to a menu (e.g., employee/guest safety, storage, training)?

#11 CLASS DISCUSSION

Lead a class discussion on garnishing and serving different types of desserts. Explain the importance of selecting appropriate garnishes to enhance eye appeal through use of contrasting color, texture, and flavor. As a follow-up activity have students complete Activity 31-2, *Short Answer*, in the Student Activity Book on page 264.

(TEKS 7G)

Key Questions

- Why are garnishes used on desserts?
- What are the most commonly used garnishes?
- What are some factors to consider when selecting garnishes for desserts?

(TEKS 7G, 8D)

TA 109 Guidelines for Dessert Storage

TAKS READING TAKS WRITING

#12 INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Instruct students to create informational charts or posters titled, "Guidelines for Dessert Storage." Have students prepare their charts or posters using the following desserts as categories: Fresh Fruits, Canned Fruits, Gelatins, Puddings, Custards, and Ice Cream and Parfaits. Instruct students to use the Reference Book and other classroom resources to find information on proper storage methods for each of the desserts. Review the charts and posters using Teaching Aid 109, ***Guidelines for Dessert Storage.***

(TEKS 7G)

TAKS READING TAKS WRITING

#13 GROUP ACTIVITY

Divide the class into six groups. Provide each group with a large piece of butcher paper and a marker. At the top of the paper have groups write the following titles: Group 1—Bar Cookies, Group 2 – Drop Cookies, Group 3—Rolled Cookies, Group 4—Refrigerator Cookies, Group 5—Pressed Cookies, and Group 6—Molded Cookies. Ask groups to provide the following information on their sheets of paper:

- Identify the type of dough used in preparing the cookies.
- Provide the procedures used in preparing the cookies.
- Describe quality characteristics for the cookies.

Have each group share its information sheets. Sheets may be posted in the classroom for future reference.

Variation: Have students visit preselected Internet Web sites. Instruct students to choose a cookie recipe from the Web site and complete the following activity:

- Print out a copy of the cookie recipe.
- Categorize the type of cookie based on the kind of dough. Have students review Table 31.2, *Cookies*, in the Reference Book.

Have students share their recipes with the class and explain why they categorized the cookie as they did. Potential resources include the following Web site:

- all recipes *allrecipes.com* (Key word cookie)

(TEKS 7G, 8A, 8B, 8E, 9K)

#14 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide one half of the class with a traditional recipe for sugar cookies and the other half of the class with a ready-to-bake refrigerated sugar cookie dough. Have the students use

Teaching Aid 68, ***Convenience Foods Product Evaluation***, to keep a record of preparation time and to record their evaluations.

TAKS MATH TAKS READING

TA 68 Convenience Foods Product Evaluation

Key Questions

- Which method saves the most time?
- How do the two methods compare as far as finished product (e.g., taste, texture, appearance)?

Variation: Ask students to look up a quantity recipe for sugar cookies, estimate the cost of the ingredients, and divide by the number of cookies the recipe yields.

#15 VIDEOTAPE/LABORATORY EXPERIENCE

Have students view a video on preparing and baking cookies. As a follow-up activity, have students participate in a cookie lab in which each lab group prepares and bakes a type of cookie as presented in the video. Have students evaluate the finished products on texture, taste, and appearance including uniform size and shape.

(TEKS 7G, 8A, 8B, 8E, 9K)

Variation: Divide the class into lab groups. Have students prepare a drop cookie dough. Ask students to portion part of the cookie dough by using a teaspoon and the other portion by using a number 40 dipper. After students bake the cookies, have them evaluate for uniform size and shape.

#16 LABORATORY EXPERIENCE

Have students work in lab groups. Ask students to prepare a sugar cookie dough and divide the dough into three portions. Have students roll and refrigerate one portion for slicing, chill the second portion before rolling and cutting, and roll and cut the cookies from the second portion that was chilled.

(TEKS 7G, 8A, 8B, 8E, 9K)

Key Questions

- Which portion of dough was the easiest to work with?
- Which yielded a consistent, quality product?
- How long did it take the dough to chill?

As a follow-up activity, have students decorate the cookies using a thin icing made with powdered sugar, candies, and colored sugars.

#17 LABORATORY EXPERIENCE

Divide the class into groups. Have each group prepare its choice of either pressed, molded, or bar cookies. Ask students to use Teaching Aid 110, ***Cookie Characteristics***, and evaluate their cookies. Compare the student and teacher evaluations. Have students package and freeze the remaining cookies to be sold later to teachers or other students.

(TEKS 7G, 8A, 8B, 8E, 9K)

TA 110 Cookie Characteristics

(TEKS 7G, 8B)

TAKS SCIENCE

#18 LABORATORY EXPERIENCE

Use cookies made in class and let students practice arranging cookies on trays for attractive service. Also have students arrange individual servings of cookies for eye appeal. Provide paper doilies to use as plate liners or tray liners. Lead a class discussion on proper storage techniques for cookies. Include the following points:

- Store crisp cookies in a container with a loose-fitting cover, except in a humid climate where crisp cookies should be stored in an airtight container.
- Store soft cookies in a container with a tight-fitting cover.
- Never store soft and crisp cookies together.
- Bar cookies may be stored in a covered baking pan.

As an FCCLA project, have students prepare cookie trays to honor special individuals in the community.

FCCLA

FCCLA ACTIVITIES

- STAR Events: Entrepreneurship; Culinary Arts
- Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 32

Cakes, Fillings, Frostings, and Icings

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.

8B Practice correct sanitation procedures in food production and service operations.

8D Explain the implications of temperature on the storage, preparation, and handling of food.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

9C Practice cost control techniques in food production operations.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.

9F Follow standardized recipes utilized in food production.

9K Apply available technology in food production.

10D Select equipment and utensils appropriate for prescribed tasks.

10F Practice cost control techniques in foodservice operations.

Chapter Vocabulary

angel food cakes
blending method
  (or two-stage method)
boiled frosting
  (or foam icings)
chiffon cakes
creamed frosting
creaming
  (or conventional method)
decorator's frosting
  (or Royal icing)
decorator's wheel
egg foam
fillings
flat icing
flower nails
  (or icing nails)
foam cakes
fondant
frostings/icings
glaze
high-ratio shortening
plain water icing
marzipan
pastillage
piping
run-out work
shortened cakes
  (or butter cakes)
simple icing
sponge cakes
uncooked icings

RESOURCES

Agency and Organization

Culinary Institute of America

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Publications

Bon Appetit

Gourmet

Southern Living

Web Sites

General Mills
www.generalmills.com

Pillsbury
www.pillsbury.com

Wilton (Cakes)
www.cake.wilton.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

Notes

#1 CLASS DISCUSSION/VISUAL DISPLAY

(TEKS 7G)

Lead a class discussion on various types of cakes. As a follow-up activity, have students find pictures of various types of cakes to create a visual display. Have students use magazines or other classroom resources for locating pictures.

Key Questions
- How are cakes classified?
- What is a shortened cake?
- Which ingredients indicate that the cake is shortened?
- What is a foam cake?
- Which classification describes an angel food cake? a chocolate layer cake?
- What is a chiffon cake?

#2 EDUCATIONAL TOUR

(TEKS 7G, 8D, 8E)

TAKS MATH

Arrange for students to visit a bakery to observe commercial cake baking. Ask the baker to show examples of types of cakes, speak about ingredients used, the baking equipment, and supplies. Have students prepare questions prior to the tour.

Key Questions
- What types of convenience mixes are used?
- How many cakes are mixed at one time?
- Which type of cake is the easiest to make? the most difficult? Why?

#3 CLASS DISCUSSION

(TEKS 7G)

Provide a "scratch" cake, a purchased frozen cake, a boxed cake, and a cake purchased from a bakery. Label the cakes A, B, C, and D. **Note:** All four cakes should be the same type, flavor, and freshness for this comparison. Have students compare the four cakes on appearance, texture, and flavor. Instruct students to rank the cakes by quality from first through fourth. Reveal the origin of the cakes and discuss the cost of each cake.

Key Questions
- Would adding the cost factor cause any change in the rankings of the cakes?
- If you were the manager of a restaurant, which cake would you choose for the menu? Why?

#4 CLASS DISCUSSION/LABORATORY EXPERIENCE

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

TA 111 Tips for Baking Cakes

Lead a class discussion on techniques for preparing a shortened cake including ingredients, mixing method, panning the batter, and baking temperature and time. Divide the students into lab groups. Have groups review guidelines for baking cakes using Teaching Aid 111, *Tips for*

BEST COPY AVAILABLE

Baking Cakes. Have each lab group prepare a 2-layer shortened cake with an uncooked frosting.

Key Questions
- What ingredients do all cakes contain?
- How does the blending method differ from the creaming method for mixing cakes? When would one method be chosen over the other?
- What are some important reasons for using the pan size recommended in the recipe? How are the pans prepared?
- How is temperature critical to a cake's quality? What tool should be used to check oven temperature?

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

TA 68 Convenience Foods Product Evaluation

#5 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide one half of the class with a traditional recipe for angel food cake and the other half of the class with an angel food cake mix. Have the students use Teaching Aid 68, ***Convenience Foods Product Evaluation***, to keep a record of preparation time and to record their evaluations.

Key Questions
- Which method saves the most time?
- How do the two methods compare as far as finished product (e.g., taste, texture, appearance)?

(TEKS 7G)

TAKS SCIENCE

#6 DEMONSTRATION/PROJECT

Have students watch a demonstration on angel food cake prepared from a traditional recipe and one from a mix. Discuss altitude corrections and problems. As a follow-up activity, have students research principles of high altitude cookery in baking. Provide students with 3x5 inch note cards. Have students create high altitude guidelines for personal use.

Key Questions
- What elevation is considered high altitude? What is the altitude here?
- How does the atmospheric pressure affect the leavening action in baked products?
- How is liquid a consideration when baking at high altitudes?

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

#7 LABORATORY EXPERIENCE

Review information on the preparation of foam cakes. Divide the class into lab groups to prepare one of the following: an angel food cake or a sponge cake. While the cakes are baking, have each group describe the procedure it used to mix and bake the cake and describe quality characteristics for the cake. Evaluate the cakes by checking the quality characteristics listed in Table 32.1, *Cake Errors and Their Causes*, in the Reference Book.

#8 DEMONSTRATION

Demonstrate the three mixing methods for cakes: creaming, blending, and the mixing method for foam cakes. As a follow-up activity, have students complete the case studies in the Student Activity Book, Activity 32-3, pages 271–273.

(TEKS 7G)

Key Questions

- How do the different mixing methods affect the quality of the end product?
- Which method is most often used in the foodservice industry? Why?
- Which method seems to be the most difficult? least difficult?

#9 DEMONSTRATION

Divide the class into groups. Have each group prepare a class demonstration on one of the following: cooling techniques for shortened cakes, cooling techniques for foam cakes, storage techniques for both shortened and foam cakes.

(TEKS 7G)

Key Questions

- When should each type of cake be removed from the pan?
- What may happen to a shortened cake if it is allowed to cool completely in the baking pan?
- What may happen to a foam cake if it is removed from the pan too soon?
- What type of wrappings should be used for storage?
- Why should cakes be refrigerated?
- How long can cakes be stored in the freezer?

#10 CLASS DISCUSSION/LABORATORY EXPERIENCE

Lead a class discussion on types of fillings for cakes. Have students use classroom resources to find recipes for cakes with fillings. Divide the class into lab groups. Have each lab choose a cake and filling recipe to prepare.

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

Key Questions

- What types of cake fillings are the students most familiar with?
- How does a filling differ from icing or frosting?

#11 VISUAL DISPLAY

Divide the class into three groups. Provide each group with a large sheet of butcher paper or poster board and a marker. Have groups review information on cooked icings and frostings and compile a list of characteristics related to one of the following: fondant, boiled frosting, or glaze. Ask one student from each group to share the group's information with the class.

(TEKS 7G)

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

#12 LABORATORY EXPERIENCE

Divide the class into lab groups. Instruct each lab group to prepare a small amount of creamed frosting using a provided recipe. Have students evaluate the finished product. If the frosting did not turn out well, have students try to determine the reason. As a follow-up activity, supply each lab with two cupcakes per student. Have each student frost one cupcake using a spatula or knife and frost the second cupcake by turning the cupcake upside down and twirling it in the frosting.

Key Questions

- Which cupcake looks best?
- Did crumbs fall into the icing?
- Which frosting technique is best for cupcakes?
- How should cupcakes be prepared for frosting?

(TEKS 7G)

TAKS SCIENCE

#13 DEMONSTRATION

Demonstrate the preparation of both boiled frosting and glaze. Use a candy thermometer to test the doneness of the syrup. Explain to students that this type of frosting is the most difficult one to prepare. During the demonstration, point out the places where problems may occur, such as cooking syrup to the correct temperature, beating egg whites to the correct consistency, and adding syrup slowly while continuing to beat egg whites.

(TEKS 7G, 8B, 9D, 9K, 10D)

#14 LABORATORY EXPERIENCE/DEMONSTRATION

Divide the class into lab groups to demonstrate frosting techniques for a variety of cakes. From a container, have lab groups draw from slips of paper on which are written the following types of cakes: sheet cakes, loaf cakes, cake rolls, cupcakes, layer cakes, and tube cakes. In addition to the demonstration, instruct students to prepare informational handouts or other types of visuals that provide information on frosting techniques used for the cake chosen. These handouts should be made available to other lab groups viewing the demonstration.

(TEKS 7G)

#15 VIDEOTAPE

Have students view a video that illustrates steps for decorating a cake and displays decorated cakes.

Key Questions

- What kind of decorating tools were used?
- What kinds of icings were used?
- Why does color play an important role in cake decorating?

(TEKS 7G, 8B, 9D, 9K, 10D)

#16 CLASS DISCUSSION/INDIVIDUAL ACTIVITY

Lead a class discussion on the purpose of using a decorating bag. Have students make a decorating bag out of parchment paper following the instructions on Teaching Aid 112, ***Parchment Decorating Bags***. Have students cut the tip of their parchment bag for a leaf design. Give each student a practice board and colored decorating icing. Have students practice leaf designs using the parchment bag.

TA 112 Parchment Decorating Bags

Key Questions

- Why are parchment paper cones used in place of cloth decorating bags?
- What advantages might cloth decorating bags have over parchment paper cones?
- What are some designs and decorations that can be made using decorating bags? parchment paper cones?

#17 DEMONSTRATION/LABORATORY EXPERIENCE

Demonstrate how to use various decorating tips with a cloth decorating bag. Include a leaf tube, a petal or rose tube, a star tube, a round tube, and a drop flower tube. Divide the class into lab groups. Provide each lab with practice boards, colored decorating icing, and cloth decorating bags and tips. Ask each group to create a practice design for a special occasion cake on the practice board. Have each lab use at least the writing tip, a flower tip, and a leaf tube for their design. Groups should share their completed designs with the class. Discuss quality checks and provide suggestions for improving techniques.

(TEKS 7G, 8B, 9D, 9K, 10D)

#18 EDUCATIONAL TOUR/WRITTEN EXERCISE

Arrange for students to visit a bakery or catering service to observe cake decorating. Ask the baker or caterer to discuss and demonstrate cake decorating equipment, tools, and techniques. Have students write a short paper on the learning experience.

(TEKS 7G)

#19 PROBLEM SOLVING

Have students practice marking cakes for cutting specific numbers of servings. Provide students with the following supplies:

- 8", 9", and 10" circles cut from butcher paper
- 8" x 8" and 9" x 9" squares cut from butcher paper
- 9" x 13" and 18" x 25" rectangles cut from butcher paper

Have students use pencils to mark the butcher paper "cakes" into equal servings as follows:

- 8" circle — 12 servings
- 9" circle — 16 servings
- 10" circle — 20 servings
- 8" square — 10 servings
- 9" square — 16 servings
- 9" x 13" rectangle — 30 servings
- 18" x 25" rectangle — 48 servings

Have students check their marked "cakes" against Teaching Aid 113, ***Cutting Cakes***.

(TEKS 7G, 10F)

TA 113 Cutting Cakes

TAKS MATH

#20 LABORATORY EXPERIENCE

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

Divide the class into lab groups. Have students prepare white decorating icing by following a provided recipe. Have students divide the icing into several small portions. Have students add liquid food color to one portion, paste food color to another portion, and create a secondary color by combining two primary colors. As a follow-up activity, have students use the prepared colored icing to decorate cakes or cupcakes.

Variation: Instruct students to prepare decorating icing in colors for holiday themes. Have students use the colored icing to decorate cakes or cupcakes in such themes as Halloween, Valentine's Day, and St. Patrick's Day.

#21 DEMONSTRATION

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

Have students work in small groups to prepare demonstrations on decorating cakes to present as an FCCLA recruitment activity or other related activity.

FCCLA

#22 DEMONSTRATION

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

Prepare a display of cutting and serving equipment that may be used to serve cakes. Include a long, sharp knife, a cake server, and the type of long-tined fork that is often used for cutting and serving foam cakes. Lead a class discussion on how to cut and serve cake without handling it.

Variation: Have students demonstrate cutting and serving techniques for types of cakes.

Key Questions

- What is a straight spatula (cake spatula) used for in cake cutting and serving?
- When are straight tongs used for serving cakes?
- What types of cakes should be cut with a serrated knife?

FCCLA

FCCLA ACTIVITIES

- STAR Events: Entrepreneurship; Culinary Arts
- Leaders at Work
- Community Service
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 33

Pastries and Pies

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

8A Comply with government regulations and policies that apply to food safety and sanitation techniques utilized in food production and service.

8B Practice correct sanitation procedures in food production and service operations.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

9C Practice cost control techniques in food production operations.

9D Demonstrate appropriate use, care, and maintenance of tools, utensils, and equipment utilized in food production.

9E Utilize appropriate techniques for preparation and presentation in food production operations according to industry standards.

9F Follow standardized recipes utilized in food production.

9K Apply available technology in food production.

Chapter Vocabulary

chiffon fillings
choux paste
cream-filled pies
cream puffs
crimp
crimper
crullers
custard fillings
deep-dish pie
docked
double-panning
dumplings
eclairs
flute
fruit fillings
fruit pies
horns
mealy crust
meringue
Napoleons
pastry flour
pastry shells
pie press
puff paste
single-crust pie
soft-filled pies
specialty fillings
tarts
turnovers
two-crust pies
vents
wash
waxy maize

RESOURCES

Agencies and Organizations

Culinary Institute of America

The Retailer's Bakery Association

Books

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Publications

Bon Appetit

Gourmet

Southern Living

Web Sites

Cargill Foods
www.cargillfoods.com

General Mills
www.generalmills.com

Pillsbury
www.pillsbury.com

Refer to the section on **Program Tools** for ideas related to planning and implementing laboratory experiences.

Notes

#1 RESEARCH

Have students visit a bakery or the bakery section of the supermarket to view, price, and list a variety of pastry products. Products could include cream puffs, puff pastry, tarts, turnovers, and pies. Students could visit a supermarket and research fresh and frozen baked pastry products. Have students report findings in class and compare prices and selections from the different establishments.

(TEKS 7G)

TAKS MATH

TAKS WRITING

#2 CLASS DISCUSSION

Have students look at menus collected from a variety of restaurants to determine the types of pastries served and what role they fill in each menu.

(TEKS 7G)

Key Questions
- Which pastries are served most often in restaurants?
- Which pastries are served hot? cold?
- What are some examples of garnishes used for pastries?

#3 RESEARCH/WRITTEN EXERCISE

Have students survey restaurants in the local area to determine which ones use convenience pastry products. Have students research what products are purchased "ready-to-serve" and what products are made in the kitchen. Have students write a brief report on their findings and discuss them in class.

(TEKS 7G)

#4 CLASS DISCUSSION/VISUAL DISPLAY

Lead a class discussion on the three main types of pastry dough including pie crust, puff pastry, and choux pastry. As a follow-up activity, have students work in small groups to develop flip charts or other types of visual displays depicting the following information:
- Type of dough (e.g., flaky, mealy, choux paste, puff paste)
- Characteristic after baking (e.g., flaky, hollow)
- Product use (e.g., pie crust, cream puffs, tarts)

(TEKS 7G, 8E)

Key Questions
- Which type of pastry dough is most often made in foodservice establishments? Why?
- What are the main differences between the three types of pastry dough (i.e., pie crust, choux paste, and puff paste)?
- What type of flour is best for making pie crusts? choux paste? puff paste?
- What type of shortening is best for making pie crusts? choux paste? puff paste?
- What are some reasons why oven temperatures differ for baked products?

#5 CLASS DISCUSSION/VISUAL DISPLAY

(TEKS 7G)

Set up an exhibit of pastries from a bakery or use photos of pastries. Label each pastry type A, B, C, and so forth. Instruct students to write the letters on a piece of paper. Beside each letter, have students write the name of the pastry assigned to that letter. Discuss the answers after everyone is finished.

#6 LABORATORY EXPERIENCE

(TEKS 7G, 8B, 9D, 9F)

TA 114 a-b Laboratory Experience: Shortening and Piecrusts

Divide the class into lab groups. Inform students that the object of this lab is to determine the effects of shortening in pie crusts. Provide each lab with Teaching Aids 114a-b, ***Laboratory Experience: Shortening and Piecrusts.*** Instruct each lab group to make one of the recipes for single-crust pies as assigned by the teacher. Instruct students to follow the directions provided on the Teaching Aid. Have students compare the finished products for flakiness, tenderness, crispness, color, and flavor. Discuss the results.

#7 VIDEOTAPE

(TEKS 7G)

Have students view a video on preparing pastries and pies. Have students note the following points: importance of accuracy in measuring; methods for blending the shortening and flour; the pastry attachment for the commercial mixer; length of mixing time; importance of measuring the liquid accurately; and methods for handling, resting, rolling, and panning the pastry.

#8 LABORATORY EXPERIENCE

(TEKS 7G, 8B, 9D, 9F, 9K)

Have students prepare pastry for fried pies. Instruct them to do the following:

- Roll the dough out into a rectangle on a marked dough board or pastry sheet. Cut into 4" squares.
- Spoon canned fruit filling onto the dough rectangles.
- Fold dough over the filling, forming a triangle. Seal by moistening the lower edge of the triangle with water. Roll with a pastry crimper or use the tines of a fork to crimp edges together. Remind students not to prick to ventilate as the filling will seep out and cause the fat to burn.
- Fry and drain pies.

Evaluate the crust for flakiness and tenderness. Extra pies could be sold to teachers or students to recover lab costs.

#9 EDUCATIONAL TOUR

(TEKS 7G)

Arrange for students to tour a bakery to observe the preparation of different types of dough, use of a pie press, the double panning method, and other techniques used in the production of pastries and pies. Ask students to prepare questions in advance of the tour.

#10 LABORATORY EXPERIENCE

Divide the class into lab groups. Inform students that the object of this lab is to compare different thickeners used in fruit pies. Provide each lab with Teaching Aid 115, ***Laboratory Experience: Thickeners Used in Fruit Pies***. Assign each lab group a different lab experiment: 1, 2, or 3. Instruct students to follow the directions provided on the Teaching Aid. Have students compare the finished products for clarity, color, thickness, and flavor. Discuss the results.

(TEKS 7G, 8B, 9D, 9F)

TA 115 Laboratory Experience: Thickeners Used in Fruit Pies

#11 LABORATORY EXPERIENCE

Divide the class into lab groups. Provide one half of the class with a recipe for pie filling using the hot-juice or cold-juice method. The other half of the class will use a canned fruit filling. Have the students use Teaching Aid 68, ***Convenience Foods Product Evaluation***, to keep a record of preparation time and to record their evaluations.

Key Questions

- Which method saves the most time?
- How do the two methods compare as far as finished product (e.g., taste, texture, appearance)?

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

TA 68 Convenience Foods Product Evaluation

#12 LABORATORY EXPERIENCE

Guide students in a "Pie Kitchen Sale" activity. Let students advertise and take orders for both single and double crust pies. Use the assembly line method for producing the pies: assign three students to each group making single crust pies, and four students to each group making double crust pies. **Note:** This activity can be conducted on a cost recovery basis to provide the student with authentic practice at no cost to the department. Have students calculate costs and determine the amount to charge participants.

Key Questions

- What special holding and storing techniques will be needed?
- What type of food preparation can be prepared in advance?
- How can the quantity be determined?
- What equipment will be required?

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

TAKS
MATH

#13 LABORATORY EXPERIENCE

Divide the class into lab groups. One half of the lab groups will prepare cream-filled pies and the other half will prepare chiffon fillings. Provide two or three selections of cream type fillings plus egg whites or gelatin for making chiffon pies. After pies are baked and cooled, cut and evaluate the appearance. Have students prepare extra slices on paper dessert plates covered with plastic wrap to sale to teachers or other students.

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

(TEKS 7G, 8A, 8B, 9C, 9D, 9E, 9F, 9K)

#14 LABORATORY EXPERIENCE

Divide the class into lab groups to prepare tarts filled with a custard filling. Examples of fillings include pumpkin, egg custard, and pecan. After tarts are baked, have a panel of adults use a points system to evaluate the tarts for appearance, texture, and taste. Any extra tarts can be packaged and sold to recover costs for the lab.

(TEKS 7G)

#15 DEMONSTRATION/PROJECT

Demonstrate the preparation of meringue from fresh egg whites. Point out that room temperature egg whites produce more volume and that meringue should be fluffy, thick, smooth, and glossy. Cook the meringue and have students observe the appearance, texture, and taste. As a follow-up activity, have students work in small groups to develop informational charts on preparing and troubleshooting meringues. For example, students could list the steps, equipment, and techniques necessary for preparing a meringue successfully. Additionally, students could list potential problems (i.e., weeping, lumps, lack of shine) and provide solutions. Have students draw information from the demonstration and classroom resources.

(TEKS 7G)

#16 GROUP ACTIVITY/CLASS DISCUSSION

Instruct students to generate a list of toppings that can be used to garnish pies, such as different types of cream pies, fresh fruit pies (one- and two-shelled), chiffon, and custard. Have students volunteer to share their lists with the class. Add to the lists if necessary. Lead a class discussion on the purpose that each type of topping serves.

Key Questions

- What purposes do pie toppings serve?
- Why are convenience toppings often used in garnishing pies?

(TEKS 7G, 8B, 9D, 9F)

#17 LABORATORY EXPERIENCE

Have students work in small groups to practice whipping cream to the correct consistency for use as a topping. Have students evaluate the end products and suggest solutions for any problems.

Key Questions

- When should sugar and flavorings be added?
- What happens if the cream is whipped too long?
- What is the result if the cream is not whipped long enough?

(TEKS 7G, 8E)

TAKS SCIENCE

#18 LABORATORY EXPERIENCE

Provide some examples of pies that have been frozen incorrectly. For example, one pie might have been improperly wrapped and have freezer burn and another might have been frozen too long and have absorbed odors. Allow students to examine and compare the pies. Demonstrate proper wrapping materials and techniques for freezing pastries.

Key Questions

- If pies are to be frozen, should they be baked first or frozen before baking?
- How long can a pie be kept in the freezer? in the refrigerator?
- What type of wrapping should be used on pies to be frozen?
- If a serving situation requires that a pie be held without refrigeration for several hours, which type of pie would be the safest?

#19 GUEST SPEAKER/LABORATORY EXPERIENCE

Invite a baker or foodservice industry representative to lead a hands-on lab in making garnishes for pastries and pies, such as the making of chocolate leaves. Provide the necessary supplies, ingredients, and equipment so that students can be active participants.

(TEKS 7G, 8B, 8E, 9D, 9F)

FCCLA ACTIVITIES

- STAR Events: Entrepreneurship; Culinary Arts
- Leaders at Work
- Community Service
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 34

Management Responsibilities

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

2C Summarize the goals and mission of various food production and service organizations.

3C Explain management functions in food production and service operations.

3E Analyze styles of supervision.

6A Summarize legislation, government regulations, and public policy affecting the food production and service industry.

6C Interpret laws and policies pertaining to food production and service establishments.

7G Use appropriate terminology related to the food production and service industry.

9A Utilize effective planning strategies for food production operations.

11H Implement quality assurance standards in all aspects of the food production and service industry.

Chapter Vocabulary

autocratic style
bureaucratic style
child labor laws
democratic style
employee involvement
Employee's Withholding Allowance Certificate (Form W-4)
Equal Employment Opportunity (EEO)
Fair Labor Standards Act
FICA
income tax
liquor laws
management
organizational goals
policies
policy and procedures manual
procedures
sanitary codes
sanitary inspectors
sexual harassment
spectator style
Total Quality Management (TQM)
unemployment compensation
Wage and Tax Statement (Form W-2)
wage deductions
wage statements
worker's compensation

RESOURCES

Agencies and Organizations

American Correctional Food Service Association

American School Food Service Association

American School Health Association

International Council on Hotel, Restaurant and Institutional Education (CHRIE)

Dietary Managers Association

Food Marketing Institute

Foodservice and Packaging Institute

Internal Revenue Service

National Association of College and University Food Services

National Food Processors Association

National Restaurant Association

Produce Marketing Association

Social Security Administration

Texas Department of Health

U.S. Department of Labor

Books

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity: Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Spears, M. (1995). *Foodservice Organization: A Managerial and Systems Approach* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.

U. S. Department of Labor. (Published annually and available from several sources.) *Occupational Outlook Handbook*

Notes

#1 CLASS DISCUSSION

Use Teaching Aid 116, ***Management is...***, as a springboard for class discussion. Lead students to discuss that foodservice managers must learn, as well as supervise, every aspect of food preparation and foodservice.

Have students list characteristics of effective managers that they know or have worked with. Compare the list to the ones listed in the Reference Book.

(TEKS 2C, 3C, 11H)

TA 116 Management is...

#2 GROUP ACTIVITY/SKIT

Divide the class into four groups. Assign each group one of the four styles of supervision. Have each group write a skit about a supervisor that exhibits those characteristics. Ask each group to present its skit to the class.

(TEKS 2C, 3C, 11H)

Key Questions

- What are the typical employee responses for each style of supervision?
- Which of the styles of supervision are you the most familiar with?

#3 SURVEY

Have students survey managers of local food establishments to obtain a list of traits that managers feel are necessary for success. Have students compare their lists with the characteristics found in the first strategy. The survey could be conducted through telephone or personal interviews or through a written survey.

Have the students compile the results and write a story for the local or school newspaper.

(TEKS 2C, 3C, 11H)

TAKS WRITING

#4 INTERVIEW

Have students interview their employer or a foodservice manager to learn more about their supervision styles and management responsibilities. Have students prepare sample questions before the interview. Ask students to write up a summary of the interviews, and have students volunteer to share their findings.

(TEKS 2C, 3C, 3E)

TAKS READING TAKS WRITING

Sample Interview Questions

- What characteristics are needed by the manager to maintain good working relationships with employees?
- What kind of training or experience is required for a foodservice manager?
- How do you motivate employees to do the required work?

As an alternative strategy, have students examine the Foodservice Manager section of the *Occupational Outlook Handbook*.

(TEKS 2C, 3C, 3E 11H)

TAKS READING

#5 INTERNET ACTIVITY

Lead students to define the term *organizational goals* and discuss the importance of organizations having such goals. Some organizations also have mission statements. Have students do an Internet search and look at some of the goals and missions of various companies. Web sites might include such restaurant chains as the following:

Pappas	*www.pappas.com*
Red Lobster	*www.redlobster.com*
McDonalds	*www.mcdonalds.com*
Wendys	*www.wendys.com*

Have students share their findings with the class.

Variation: Have students search Web sites for institutional foodservice organizational goals and missions such as the following:

American Correctional Food Service Association	*www.acfsa.org*
American School Food Service Association	*www.asfsa.org/*
American School Health Association	www.ashaweb.org/
Aramark	*www.aramark.com*
Sodexho Marriott Services	*www.sodexhomarriott.com*

(TEKS 2C, 3C, 3E, 6A, 6C, 7G, 9A)

#6 PANEL DISCUSSION

Invite some foodservice managers to speak to the class on policies and procedures. Emphasize to the students that policies usually deal with permanent factors, such as wages, vacations, holidays, personnel, customers, and foodservice operations. Procedures detail how the policies will be carried out.

Key Questions

- Whose responsibility is it to determine policies?
- Why is it important to have policies for a foodservice operation?
- How can the organization keep from being overburdened with overlapping policies and procedures?
- Who enforces the policies?

(TEKS 2C, 3C, 3E, 6A, 6C, 7G, 9A)

TA 117 Keys to Successful Foodservice Organization

#7 GROUP ACTIVITY

Have students view Teaching Aid 117, ***Keys to Successful Foodservice Organization***. Divide the class into small groups, and have each group select one "key." Ask each group to identify some policies and procedures that might aid the business in meeting the goal stated on the group's key. Have students share their responses.

(TEKS 2C, 3C)

#8 CLASS DISCUSSION

Lead the class in a discussion on the steps in planning that can be followed to develop goals, policies, and procedures.

Key Questions

- How can a manager decide whether a new policy or procedure is needed when problems arise?
- Why should policies and procedures be carefully thought through and well-designed before they are implemented?

#9 VISUAL DISPLAY

Divide the class into small groups. Assign each group to develop a poster or some type of visual indicative of ways that employees may be involved in the identification of goals and development of problem-solving techniques. Have each group share its work. The visual displays could be posted in the laboratory or school.

(TEKS 2C, 3C, 6A, 6C, 7G, 9A, 11H)

Each group's responses could be compiled into a PowerPoint presentation as an FCCLA project.

#10 RESEARCH

Have students gather information from the library, classroom references, and Internet about Total Quality Management (TQM). Ask the students to compile the information and share the key points.

(TEKS 2C, 3C, 6A, 6C, 7G, 9A, 11H)

TAKS READING

TAKS WRITING

Key Questions

- How can TQM be used in foodservice establishments?
- What responsibilities do foodservice managers have in regard to employees who have ideas or suggestions?

#11 CLASS DISCUSSION/SIMULATION

Lead a class discussion on the importance of communication as a key to effective foodservice management. Management should seek each employee's active participation and be accepting of ideas presented. Ask seven students to demonstrate "group communication" for the class. The students should be seated at a table and given a problem related to foodservice for their committee. Once they are in position, put a headband on each committee member, without the student knowing what his or her headband says. Tell the committee to react to the contributions or suggestions from that member as instructed by the headband. The headband might say ignore me, agree with me, disagree with me, laugh at me, ask me, tell me, or praise me. Have the group discuss the situation for about ten minutes or until students realize what is happening.

(TEKS 2C, 3C, 6A, 6C, 7G, 9A, 11H)

Key Questions

- How was the group able to work together in arriving at solutions to their predetermined situation?
- How did the students wearing the various headbands feel?

Key Questions, continued

- How did their feelings affect their contributions to the committee?
- How could the communication within the group have been improved?
- Why is two-way communication vital to effective management?

#12 INDIVIDUAL ACTIVITY

(TEKS 2C, 3C, 6A, 6C, 11H)

TAKS READING

TAKS WRITING

TAKS SOCIAL STUDIES

Many policies and procedures are designed to help the foodservice operation comply with local, state, and federal laws. Sanitation codes may have already been introduced to students early on. Other laws related to employment may or may not have been introduced to students, such as state and federal laws. Have students investigate the various laws discussed on pages 431–432 of the Reference Book. Each law may be assigned to one student and the student can share the information on that topic.

Key Questions

- What government agencies are responsible for enforcing sanitary codes?
- What federal laws relate to employment?
- What state laws relate to employment?
- What laws relate to security in employment?
- How is compliance of the laws governed?
- Where can employees seek information about compliance?

Variation: Have each student feature their assigned law on some type of visual display. Use the visual display as a springboard for discussion and review.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 35

Food Cost Control

Chapter Focus

The following Essential Knowledge and Skills are discussed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

9B Analyze the relationship of effective menu planning to successful food production operations.

9C Practice cost control techniques in food production operations.

9F Follow standardized recipes utilized in food production.

10F Practice cost control techniques in foodservice operations.

Chapter Vocabulary

- a la carte
- customer turnover
- fixed/static menus
- food cost percentage
- forecast
- labor costs
- overhead costs
- personnel turnover
- pre-costed
- profit
- rotated/cycle menus
- standardized recipes
- surrounding /add-ons
- table d' hote

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S.R., and Hause, A.M. (1999). On Cooking: A Textbook of Culincary Fundamentals (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

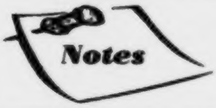
Pavesic, D.V. (1998). *Restaurant Cost Control.* Upper Saddle River, NJ: Prentice Hall.

Ray, M.F., and Lewis, E.J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Videotape

Culinary Institute of America. Learning Resource Center.

- *Recipe Costing– The Bottom Line*



#1 INDIVIDUAL ACTIVITY

Have students complete any or all of the activities in the Student Activity Book. These exercises will help students gain a better understanding of food, labor, and equipment cost control procedures.

(TEKS 7G, 9B, 9C, 9F, 10F)

#2 VIDEOTAPE

Have students view a videotape, such as *Recipe Costing– The Bottom Line*, available from the Culinary Institute of America, Learning Resource Center. The video examines the components of successful recipe costing, such as the importance of recipes and portion size, the principles behind total recipe costs, an explanation of yields, and using a standardized costing form.

(TEKS 7G, 9B, 9C, 9F, 10F)

#3 VISUAL DISPLAY/CLASS DISCUSSION

Obtain menus from the school cafeteria, a hospital, a child care center, an older adult center, and several local restaurants. Ask students to look at the menus and lead a class discussion on factors that might have affected the planning of the menus. Some of the factors may include the following:

- nutritional needs of customers
- type of food or meal service
- size of foodservice operation
- limitations of equipment
- number, skill, and availability of employees
- market price and availability of food
- variety and appeal of foods
- amount of revenue needed by the foodservice operation
- limited menus for quick preparation and service

(TEKS 7G, 9B, 9C, 9F, 10F)

Key Questions

- How are all of the factors important in each type of foodservice establishments?
- Which factors would be of most concern in the education setting? hospital or health care setting? local restaurants?
- What four cost items affect menu prices?

#4 GUEST SPEAKER

Invite a cafeteria or restaurant manager to talk to the class on procedures used for planning menus and cost control.

(TEKS 7G, 9B, 9C, 9F, 10F)

Key Questions

- How far in advance are the menus planned?
- Who does the menu planning?
- How are menus cycled?
- How are new menu items introduced?
- What are concerns in controlling food, labor, and equipment costs?
- How does equipment availability and adequate work space help determine what can be included on the menu?

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#5 CHART

(TEKS 7G, 9B, 9C, 9F, 10F)

TA 118 Cycle Menu Chart

Use Teaching Aid 118, ***Cycle Menu Chart***, as a transparency or handout, to give students an idea of how cycle menus are rotated. Have students describe how the chart might be implemented. Lead a class discussion on the purpose of rotating menus.

Key Questions

- What are the advantages of using cycle menus?
- What are the disadvantages of using cycle menus?

#6 EDUCATIONAL TOUR

(TEKS 7G, 9B, 9C, 9F, 10F)

TA 119 Pricing a Hamburger Plate

TAKS MATH

Distribute Teaching Aid 119, ***Pricing a Hamburger Plate***, to each student. Have students look at the list of items and their respective AP costs. Based on the actual prices of the items, have students determine what the cost breakdown would be for one hamburger plate.

Arrange for students to visit a grocery store to analyze the cost of a hamburger plate based on the prices of the store. Ask students to compare the price differences between the store and the price if the food items were bought in bulk from a wholesaler.

#7 GROUP ACTIVITY

(TEKS 7G, 9B, 9C, 9F, 10F)

TAKS READING

Divide the class into small groups. Provide students with examples of standardized recipes from different sources. Have students determine if the recipes follow the guidelines listed on pages 440-441 in the Reference Book.

Key Questions

- What does a standardized recipe guarantee?
- How can a standardized recipe reduce employee confusion during food preparation?
- How do standardized recipes prevent loss of quality despite personnel turnover?
- How can computer technology be used to assist with standardized recipes and menu pricing?

#8 LABORATORY EXPERIENCE

(TEKS 7G, 9B, 9C, 9F, 10F)

TAKS SCIENCE TAKS MATH

Have students prepare some of the standardized recipes. Have key personnel or other persons knowledgeable about quantity foodservice evaluate the products for the following:

- flavor
- appearance
- labor requirements
- preparation time
- cost

Have students identify problems, make adjustments, and retest the recipes, if necessary, to obtain a desirable product.

Chapter 36

Acquisition and Storage of Food and Supplies

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

7G Use appropriate terminology related to the food production and service industry.

8E Follow appropriate procedures for the acquisition, preparation, handling, and storage of food and supplies.

10G Apply available technology in foodservice.

14B Exhibit ethical practices as defined by the food production and service industry.

Chapter Vocabulary

AP
bid buying
buyer/steward
  purchasing agent
daily quotation bid
EP
ethical practices
fixed bid
FOB destination
FOB origin
full-line purveyors
jobbers
purchase order (PO)
purchase specifications
purveyors/vendors/
  dealers
receiving clerk
requisition form
special payment/
  credit terms
specification cards
total cost
unit
unit price
2/10: NET30

RESOURCES

Agency and Organization

United States Department of Agriculture

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Web Site

Chef Desk
www.chefdesk.com

CH 36

#1 CLASS DISCUSSION

Lead students to discuss the definition of a food buyer (steward/purchasing agent). Have students list characteristics needed by a buyer.

Key Questions
- What kind of knowledge is needed by the food buyer?
- What kind of training is required?
- What are some of the ethical practices that a food buyer must maintain?

Notes

(TEKS 7G, 8E, 10G, 14B)

#2 PROJECT

The Reference Book, pages 449-452, identifies basic purchasing principles and five steps to effective purchasing. Using Teaching Aid 120, ***Effective Food Buyers***, as a guideline, have students develop a PowerPoint presentation or some type of oral presentation. Have students give their presentations.

This activity might be used as a STAR event in Applied Technology for FCCLA.

(TEKS 7G, 8E, 10G, 14B)

TA 120 Effective Food Buyers

FCCLA

#3 VISUAL DISPLAY

Provide a display of ten different types of products. Have students study the labels on the products and note the grade, if any, on each.

Key Questions
- What other information is provided on the label?
- How will buying the wrong grade affect food cost and quality?

(TEKS 7G, 8E, 10G, 14B)

#4 VISUAL DISPLAY

Provide a display of various institutional container sizes used in foodservice. Lead a class discussion on the number of servings each size would yield.

Key Questions
- In what quantities (e.g., case, pound, carton) are the foods purchased?
- What container sizes are used for various foods?

(TEKS 7G, 8E, 10G, 14B)

#5 EDUCATIONAL TOUR

Arrange for students to visit various foodservice establishments (e.g., school cafeteria, fast-food restaurant, restaurant chain) to see how food and supplies are acquired and stored. Have students prepare questions beforehand to ask the person giving the tour.

Have students compile their findings in some type of visual display. Students could take photographs at the various locations for the display.

(TEKS 7G, 8E, 10G, 14B)

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Key Questions

- How many suppliers are used for each type of food?
- How often are deliveries made?
- Who serves as the buyer in each establishment?
- Why is it important for the buyer to check deliveries?
- What are the responsibilities of the receiving clerk?
- When deliveries are not satisfactory, what steps should be taken?
- How did the various establishments differ in receiving, inspection, and storage procedures?
- What steps are taken to control food quality in the storerooms?
- What practices are followed to inventory foods and supplies?
- How has technology changed in the past decade?

(TEKS 7G, 8E, 10G, 14B)

#6 EDUCATIONAL TOUR

Arrange for students to visit a food wholesale business to determine how food is ordered from foodservice establishments and then shipped.

Key Questions

- How are food orders received?
- What precautions are taken to make sure the orders are accurate?
- What technological advancements were evident?

Variation: Have students take a virtual tour (through the Internet) to various food wholesale businesses to secure information about ordering and shipping.

FCCLA

FCCLA ACTIVITIES

- STAR Event: Applied Technology
- Leaders at Work

Chapter 37

Finance and Accounting

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

1D Analyze the impact of technological innovations on the food production and service industry.
2A Identify policies related to wages, benefits, and performance of employees.
3G Practice effective management of resources.
7G Use appropriate terminology related to the food production and service industry.
10G Apply available technology in foodservice.

Chapter Vocabulary

accounts payable
accounts receivable
assets
balance sheet
break even analysis
budget
depreciation
e-commerce
employee schedules
equity/capital/net-worth
gross profit
hardware
integrated software program
liabilities
net profit
primary expenses
profit and loss statement
real estate taxes
software/computer applications
tax rate
time cards/time records

RESOURCES

Book

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Web Sites

Infogenesis
www.infogenesis.com

Integrated Restaurant Software
www.rmstouch.com

Hospitality and Financial Professionals (formerly International Association of Hospitality Accountants)
www.iaha.org

Hospitality Solutions International
www.hsi-pos.com

Notes

#1 CLASS DISCUSSION

Have students examine Table 37.1 in the Reference Book. Based on the information provided, lead students to discuss the causes of profit in various situations. Students may work in small groups to develop and describe possible solutions to each stated problem. Have each group share its solutions and recommendations.

(TEKS 1D, 2A, 3G, 7G, 10G)

Key Questions
- What are some common causes of high payroll?
- What are possible solutions?
- What are some common causes of high food and supply costs?
- What are possible solutions?
- What are some common causes of low income?
- What are possible solutions?

#2 BRAINSTORMING

Have students brainstorm the definitions of *balance sheets, assets*, and *liabilities*. Upon determining the definitions, refer to pages 459-460, in the Reference Book. Guide students in discussing the information provided on the balance sheet.

(TEKS 1D, 2A, 3G, 7G, 10G)

Key Questions
- What are some examples of a restaurant's assets and liabilities?
- What are some examples of current assets? fixed assets?
- Why do these differ?
- What is included under current liabilities? owner's equity?

#3 GUEST SPEAKER

Invite a guest speaker, such as an accountant or controller, to talk to the class about the different records that foodservice establishments are required to keep.

(TEKS 1D, 2A, 3G, 7G, 10G)

Key Questions
- What kinds of financial records must be kept?
- What kinds of records must be kept on employees?
- What federal, state, and local taxes must a foodservice establishment be responsible for?
- What kinds of computer software are used for record keeping?

#4 BRAINSTORMING

Divide the class into small groups. Provide each group with a large sheet of newsprint in colored paper and a marker. Lead students to brainstorm examples of all of the computer applications that they have at their training station(s) or that they have observed in a foodservice establishment. Have each group share its ideas.

(TEKS 1D, 2A, 3G, 7G, 10G)

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Key Questions
- What types of computer applications were evident in the training stations? other food establishments?
- How were the computer applications being used?
- What were the benefits of the computer applications?

(TEKS 1D, 2A, 3G, 7G, 10G)

TAKS WRITING

#5 SURVEY

Have students survey the financial person or accountant at their training station or another foodservice establishment to find out how computers are used at their respective businesses (i.e., restaurants, hospitals, schools). Students may want to audiotape the interviews or develop a questionnaire. Have students compile the information into a Fact sheet. The information may be shared with class members.

(TEKS 1D, 2A, 3G, 7G, 10G)

TAKS READING

TAKS WRITING

#6 INTERNET SEARCH

Have students investigate various Web sites that provide computer software for foodservice. Assign students various applications, such as those listed on page 464 of the Reference Book. These may include the following:
- accounting
- billing
- delivery scheduling
- dietary analysis
- diet preparation
- education
- inventory control
- labor costs and performance
- menu planning
- order processing
- payroll management
- purchasing
- sales analysis
- word processing

Possible Web sites might include the following:

Infogenesis	*www.infogenesis.com*
Hospitality Solutions International	*www.hsi-pos.com*
Hospitality and Financial Professionals (formerly International Association of Hospitality Accountants)	*www.iaha.org*
Integrated Restaurant Software	*www.rmstouch.com*

FCCLA ACTIVITIES

- STAR Events: Applied Technology; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 38

Human Resources and Productivity

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

2A Identify policies related to wages, benefits, and performance of employees.
3C Explain management functions in food production and service operations.
3F Analyze issues affecting management of human resources.
7G Use appropriate terminology related to the food production and service industry.
11A Identify potential clients and their foodservice needs.
11E Utilize strategies for complaint resolution.
11F Demonstrate friendly customer service.
12B Demonstrate effective methods to secure, maintain, and terminate employment.

Chapter Vocabulary

exit interview
firing
horizontal promotions
human resource management (HRM)
job analysis
job description
labor cost budget
layoffs
production schedule
skill inventories
staffing tables
task analysis
transfer
vertical promotions
voluntary separation

RESOURCES

Book

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Web Sites

American Society for Healthcare Food Service Association
www.ashfsa.org

Hospitality Jobs Online
www.hjo.net

Hospitality Net
www.hospitalitynet.org/index.html

National Restaurant Association
www.restaurant.org

Texas Workforce Commission
www.twc.state.tx.us

Notes

#1 INTERVIEW

Have students interview the person who is in charge of hiring new employees at their training station, or have the students interview a representative from the human resources division of a restaurant or some other type of foodservice establishment (e.g., school cafeteria, hospital, long-term care facility). Have the students ask key questions about hiring, orienting, and training employees.

Ask the students to share their findings through an oral presentation. Have students use some type of visual display (e.g., slides, posters, PowerPoint) for the presentation.

(TEKS 2A, 3C, 3F, 7G, 12B)

TAKS WRITING

#2 VISUAL DISPLAY/GROUP ACTIVITY

Provide a variety of newspaper or magazine advertisements for jobs in food production, management, and services. Divide the class into small groups. Have each group look at the advertisements to compile a list of qualifications of employees that the employers are seeking.

Variations: Have the students compare the job descriptions of various ads as well as qualifications.

Have the students select one of the jobs and write a letter of application for that job. Have students within each group help them evaluate their letters.

(TEKS 2A, 3C, 3F, 7G, 12B)

TAKS READING   TAKS WRITING

#3 INTERNET SEARCH

Have students search the Internet for available positions in food production, management, and services at the Texas Workforce Commission. The Web site is located at *www.twc.state.tx.us* Ask students to use Teaching Aid 121, ***Searching for Jobs Through the Internet***, as a guideline. Have students share their findings.

Additional Web sites could also be used such as the following:

- American Society for Healthcare Food Service Association
  www.ashfsa.org
- Hospitality Jobs Online
  www.hjo.net
- Hospitality Net
  www.hospitalitynet.org
- National Restaurant Association
  www.restaurant.org

(TEKS 2A, 3C, 3F, 7G, 12B)

TA 121 Searching for Jobs Through the Internet

TAKS READING   TAKS WRITING

#4 GUEST SPEAKER/LISTENING TEAMS

Invite a representative from the human resources division of a foodservice establishment (e.g., restaurant, hospital, school) to talk about recruiting, hiring, orienting, and training new employees.

(TEKS 2A, 3C, 3F, 7G, 12B)

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Have students serve as listening teams to report their findings following the guest speaker. See the Creative Ideas section for more information about listening teams.

Key Questions

- What challenges does management face in hiring and training new employees?
- What training opportunities are available for new employees? experienced employees?
- What kinds of jobs are usually available?
- What kinds of jobs are difficult to fill?
- What techniques can employers use in scheduling employees?
- How are employees typically laid off or fired from their positions?
- How are promotions used in retaining experienced employees?
- How are employees assessed based on their job performance?

(TEKS 2A, 3C, 3F, 7G, 12B)

TAKS WRITING

#5 INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Provide students with a variety of employment applications from different establishments related to food production, management, and services. Have students complete the applications for practice. Lead students to discuss how the applications may differ and the information that each application requires.

(TEKS 2A, 3C, 3F, 7G, 12B)

#6 ROLE PLAY

Divide the class into pairs. Ask each pair of students to role play, one as the employer and one as the employee. Have students switch roles when finished. Give each pair of students an opportunity to present their interview situation. A time limit may be needed to keep the action moving.

Key Questions

- What was the applicant's attitude like?
- Which applicant made the best impression?
- What positive interview behaviors were displayed by applicants?
- How could the applicants have improved their performance during the job interviews?

Variation: Have the students role play other situations, such as an employee being fired, an employee being laid off due to reduced business, and an employee quitting.

(TEKS 11A, 11E, 11F)

#7 EDUCATIONAL TOUR

Arrange for the students to take a tour of a community college or technical college that offers an associate degree program in Food Production, Management, and Services, Culinary Arts, or a similar program. Have the students provide information about the programs and courses offered. Ask students to write a reflection of the tour.

Key Questions

- What courses are offered for students who want to pursue careers in food production, management, and services?
- How do the courses that are offered at the community college level differ from those offered at the secondary level?

#8 GROUP ACTIVITY/EDUCATIONAL TOUR

Divide the class into small groups. Have each group select at least one foodservice establishment to tour and interview the foodservice manager about scheduling, production, and quality control. Ask students to share their findings.

(TEKS 11A, 11E, 11F)

TAKS WRITING

Key Interview Questions

- How are labor costs controlled?
- What items should be included in a production schedule?
- How are portions controlled?
- How is quality controlled?
- What are the benefits of production and quality control?
- What measures does your establishment use in task analysis and production?
- How has technology affected labor costs, production, and quality control?

Variations: If an educational tour is not feasible, have the students conduct telephone interviews.

Another alternative would be to have a guest speaker or panel discussion talk about scheduling, production, and quality control.

FCCLA ACTIVITIES

- STAR Event: Illustrated Talk
- Career Connection
- Leaders at Work
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 39

Marketing

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

1B Describe market segments in the food production and service industry.

2D Analyze the relationship of multicultural awareness to target markets and customer services.

3D Explain components of a strategic business plan.

4C Explain the relationship of concept, market segment, menu, and theme in commercial foodservice.

4F Explain how the menu reflects the foodservice plan for meeting customer needs and wants.

5A Analyze various types of marketing strategies.

5C Explain the types of direct marketing materials.

5D Explain the use of special events and promotions in the food production and service industry.

7G Use appropriate terminology related to the food production and service industry.

11A Identify potential clients and their foodservice needs.

11C Analyze various companies' practices regarding customer satisfaction.

Chapter Vocabulary

clip-ons
concept
demographic factors
in-house branding
market segments
market study
marketing
menu
outdoor advertising
point-of-purchase sales
presentation
product
promotions
psycho-graphics
publicity
restaurant branding
retail-item branding
strategic business unit (SBU)
table tents
target market
theme
truth-in-menu legislation

RESOURCES

Books

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Web Sites

Dairy Queen
www.dairyqueen.com

General Mills
www.generalmills.com

KFC
www.kfc.com

Kraft Foods
www.kraft.com

McDonalds
www.mcdonalds.com

National Restaurant Association
www.restaurant.com

National Restaurant News
www.nrn.com

Restaurants and Institutions
www.rimarketplace.com

Subway
www.subway.com

theSauce
www.theSauce.com

TacoBell
www.tacobell.com

Texas Restaurant Association
www.restaurantville.com

Tyson Foods
www.tyson.com

Wendys
www.wendys.com

#1 CLASS DISCUSSION

Lead a class discussion on one of the most popular restaurants in the community. Try to determine what makes the restaurant successful by analyzing its products, such as food, service, prices, and environment.

Notes

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

Key Questions

- How does the food that is served at the restaurant compare with similar establishments/service? prices? environment?
- If one of the products changed significantly, how would the restaurant maintain its success?
- What kinds of marketing techniques does the restaurant use to promote business?

#2 GUEST SPEAKER/INTERVIEW

Have students interview an entrepreneur in the community who is associated with a foodservice establishment (restaurateur, baker, caterer, etc.). As a class, prepare a set of questions to be used in the interview.

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

As an alternative, invite the entrepreneur to speak to the class in a dialogue format. This is an informal arrangement, and the students should have questions for the speaker to respond to.

Sample Interview Questions

- What types of marketing strategies have you used in your business?
- If a market study is conducted, how often? What types of information might be included in the study?
- What types of education, training, or certification would be beneficial to an aspiring entrepreneur in this business?

#3 VISUAL DISPLAY

Using a variety of magazines, have students collect examples of marketing techniques and create a collage of their examples. Examples can include any marketing (advertising, sales promotion, and presentation) tactic for "the product" which includes the food, service, prices, and surrounding atmosphere. Post the collages in the classroom.

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

TA 122 How Consumer Choices are Influenced by Marketing Techniques

TAKS READING

TAKS WRITING

Distribute copies of Teaching Aid *122*, ***How Consumer Choices are Influenced by Marketing Techniques***, to students. Assign students to evaluate two other collages other than their own. Have students record their responses on the teaching aid or their own paper. After all students have completed their evaluations, lead a class discussion having students share their reactions to the different marketing techniques.

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

TAKS READING TAKS WRITING

#4 GROUP ACTIVITY

Lead students in a class discussion on the importance of advertising in letting the customers know where the foodservice operation is and what it has to offer. Divide the class into five groups. Assign each group one of the top forms of advertising:

- Newspapers
- Television
- Direct mail
- Magazines
- Radio

Have each group collect examples of the advertising form they have been assigned. For example, if the group has been assigned television, have the group tape different restaurant and foodservice types of advertising shown on television. Ask each group to present the examples to the class.

Other sources of advertising might include telephone directories, periodicals, handbills, and advertising novelties (balloons, stickers, pencils, etc.). Students could also take photographs of signs, billboards, and posters.

Key Questions

- What forms of advertising are most used in the foodservice industry?
- Which of the forms of advertising are you most familiar with?
- Which of the forms of advertising does your training station(s) use? (if applicable)
- How effective is e-commerce in advertising foodservice?

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

#5 VISUAL DISPLAY

Provide a variety of menus from various restaurants and foodservice establishments. Ask students to bring the menu(s) from their training stations if applicable.

Lead a class discussion on the menu as a powerful merchandising tool. In the discussion, refer students to the Reference Book on pages 487-489. Have students consider factors including materials, size, color and design, format, and text. As an alternative strategy, ask students to develop a rubric on which to evaluate a menu.

Key Questions

- How is the menu used as a marketing tool?
- What factors do you consider the most important in a menu?
- How do the menus differ in materials? size? color and design? format? text?

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

#6 T-CHART

Have students develop a t-chart showing the characteristics of a product study and a market study. Lead students to discuss the differences and the similarities in each type of study.

Variation: Divide the class into two groups. Assign one group to do a product study and the other group a market study on some type of foodservice establishment that the group may suggest. For example, if the class is in a pre-employment laboratory, have them plan a product study and market study for baking cakes for special occasions.

#7 TEAMWORK/PROBLEM SOLVING

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

TAKS READING **TAKS WRITING**

Divide the class into teams. Review with students the information in the Reference Book on developing a marketing plan. Have each group develop a marketing plan for a given situation (e.g., a new full-service Mexican food restaurant that is privately owned) based on the information provided in the Reference Book.

Have each group share their marketing plan with an oral presentation (e.g., PowerPoint, slides).

Variations: Have students plan an appropriate marketing plan for a proposed new restaurant in the area:

- Develop a market plan for a situation that they create.
- Develop a marketing plan for the school cafeteria.
- Develop a marketing plan for the pre-employment laboratory restaurant.
- Develop a marketing plan for the student's training station.

#8 INDIVIDUAL ACTIVITY

(TEKS 1B, 2D, 3D, 4C, 4F, 5A, 5C, 5D, 7G, 11A, 11C)

TAKS READING

Provide students with examples of logos and slogans used in foodservice. The examples could be from flyers, newspaper ads, magazine ads, and other sources. Discuss with students the purpose of having a logo or slogan. A *logo* can be defined as a name, symbol, or trademark designed for easy and definite recognition, especially one borne on a single printing plate or piece of type.

Key Questions

- What are some familiar logos?
- What are some slogans that are easily recognized in foodservice?

Variation: As an alternative strategy, have students go to different Web sites that display well-known logos and slogans. Some of the Web sites might include the following:

• Dairy Queen	*www.dairyqueen.com*
• McDonalds	*www.mcdonalds.com*
• Subway	*www.subway.com*
• KFC	*www.kfc.com*
• Wendys	*www.wendys.com*
• TacoBell	*www.tacobell.com*
• Frito Lay	*www.fritolay.com*
• Tyson Foods	*www.tyson.com*
• Kraft Foods	*www.kraft.com*
• General Mills	*www.generalmills.com*

Have each student develop a new logo and slogan for a foodservice establishment or for their training station. Have students share their work.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

Chapter 40

Building and Maintaining Customer Relations

Chapter Focus

The following Essential Knowledge and Skills are addressed in this chapter:

5B Describe the roles of public relations and publicity in the food production and service industry.

5E Apply available technological innovations utilized in the food production and service industry to enhance sales and marketing strategies.

10G Apply available technology in foodservice.

11B Compare various ways of building and maintaining client-based services.

11E Utilize strategies for complaint resolution.

11G Evaluate criteria affecting quality service.

11H Implement quality assurance standards in all aspects of the food production and service industry.

Chapter Vocabulary

customer suggestion/
  comment card
empowerment
public relations
quality assurance
win-win problem solving
word-of-mouth communication

RESOURCES

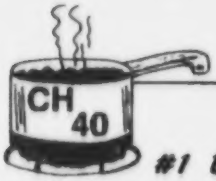
Agencies and Organizations

National Restaurant Association
www.restaurant.org

Texas Restaurant Association
www.restaurantville.com

Book

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.



Notes

#1 BRAINSTORMING

Write the phrase "building and maintaining customer relations" on the chalkboard or overhead. Lead students to brainstorm what it takes for a foodservice establishment to build and maintain positive customer relations.

(TEKS 5B, 5E, 10G, 11B, 11E, 11G, 11H)

Key Questions

- Why is it important to have a positive public image?
- What is quality assurance?

#2 GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into three groups for this "round robin" activity. Write each of the following questions on a separate sheet of paper. Begin by giving Question 1 to Group 1, Question 2 to Group 2, and Question 3 to Group 3. Ask each group to brainstorm and write a response to its question. Then have Group 1 pass Question 1 to Group 2, Group 2 pass Question 2 to Group 3, and Group 3 pass Question 3 to Group 1. Each group responds to the next question on the appropriate paper. Finally, have Group 1 pass Question 3 to Group 2, Group 2 pass Question 1 to Group 3, and then Group 3 pass Question 2 to Group 1. After the exchanges, each sheet should have a written response from each group.

(TEKS 5B, 5E, 10G, 11B, 11E, 11G, 11H)

- Question 1: How can advertising and promotions foster positive attitudes toward the foodservice establishment?
- Question 2: How can complaint resolution begin before customers actually make complaints?
- Question 3: How can employees feel empowered to create a service-oriented business?

Have a student volunteer from each group read the responses from the group's last question. Point out the differences in the responses based on which question the group answered first.

#3 ROLE PLAY

Divide the class into small groups. Based on the steps in handling guest complaints on Figure 40.1 in the Reference Book, have each group develop a situation where there is a customer complaint about the food or service. The situation may be one they have encountered at their training station. Ask each group to role play the situation.

(TEKS 5B, 5E, 10G, 11B, 11E, 11G, 11H)

Key Questions

- What are some typical customer complaints?
- How was the customer complaint handled in the situation?
- How was the win-win problem-solving technique used?
- Which of the complaints were the most difficult to resolve?

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#4 INDIVIDUAL ACTIVITY

(TEKS 5B, 5E, 10G, 11B, 11E, 11G, 11H)

TAKS READING TAKS WRITING

Have students choose a customer complaint and write a letter to a consumer reporter who handles complaints against businesses. Describe the problem and ask for advice for a resolution. Have students exchange letters then pretend to be the consumer reporter and respond with a resolution. Ask students to share their responses.

#5 SURVEY

(TEKS 5B, 5E, 10G, 11B, 11E, 11G, 11H)

TAKS WRITING

Have students survey foodservice establishments or training stations in the community to discover what innovative technology is used in accommodating customers. Ask students to write a one-page summary of their findings. Have students share their findings.

Key Question

- How is technology affecting customer service and marketing interaction in the foodservice industry?

#6 VIDEOTAPE

(TEKS 5B, 5E, 10G, 11B, 11E, 11G, 11H)

View a video segment from a television show or movie that depicts customer complaints at a foodservice establishment. One good example is the restaurant scene in the video *Mrs. Doubtfire*. Have students identify the customer complaints and determine if the complaint was handled correctly.

FCCLA ACTIVITIES

- STAR Events: Illustrated Talk; Entrepreneurship
- Additional FCCLA activity ideas for this chapter are included in the **Blended Activities** section.

BLENDED ACTIVITIES

WRITING A MAGAZINE: A TEEN'S VIEW

Chapters 1, 2, 3, 34, 38

TAKS READING TAKS WRITING

Have students create a short magazine marketable to teens who are considering a career in the field of food production, management, and services. Topics may include required levels of education, future career demands, attractions of the career, quotes from people in the field, and responsibilities connected to the chosen position.

Have students write and organize a variety of items, such as articles, stories, essays, cartoons, letters, ads, poems, and charts. Although the students may choose to use more, the required minimum for the magazine is listed below:

- one chart or graph
- one cartoon
- a World Wide Web address related to the major topic
- an ad created by the students that relate to the career field
- one poem/rap/or short story

The magazine should fill five, 8 1/2" x 11" pages. The first page is the magazine cover. The remaining pages will be a combination of the criteria listed above, plus any additional items students want to include. Have students use the library, class materials, and the Internet for resources.

Charts, graphs, and cartoons may be duplicated; however, stories and poems must be the students' own creation. Students may not copy and paste copies of articles. These may be retyped using desktop publishing, a typewriter, or be neatly printed. All articles must be referenced – to copy without providing the source is plagiarism.

Magazines will be graded on neatness, completeness, variety of articles, and depth of information.

Donna Pugh - Levelland

SCAVENGER HUNT

Chapters 1, 2, 3, 10, 34, 38, 39, 40

TAKS READING TAKS WRITING

This activity is designed to help develop skills used in searching and resourcing the Internet using a planned project. Instruct students to use search engines of their choice to find items or resources that can be used in food production, management, and services. Items can be printed out or saved to a floppy disk or CD. Refer to the Program Tools section of this Curriculum Guide for a list of recommended search engines.
Ideas for items to include in the search are as follows:

- professional organization(s)
- source for information concerning technological advancements
- outlook for the industry
- factors affecting the industry

Note: This activity can be paper-based by using library/classroom resources, such as magazines, journals, and textbooks. Students might create an informational binder, poster, or collage.

Chapters 2, 4, 6, 7, 8, 10, 11, 12, 13, 16, 17, 18, 19, 34, 37, 38, 39

TA 123a-d Entrepreneurial Opportunities

TAKS READING TAKS WRITING

FCCLA

ENTREPRENEURSHIP PROJECT

Have students explore entrepreneurial opportunities in food production, management, and services. Divide the class into small groups, or have students work independently to design a self-operated business that falls within the food production, management, and services field. Provide individuals or groups with copies of Teaching Aids 123 a-d, ***Entrepreneurial Opportunities***, which provide a guideline of the project components. Have students type or computer generate the required components and place in a folder or binder for grading. As a follow-up activity, students may prepare and present an oral presentation. **Note:** This teaching strategy can be an FCCLA activity by using the STAR Events guidelines. Have students share their project with the class, parents, administration, and other community members.

Chapters 3, 8, 12, 13, 16, 17, 18, 20, 35, 37, 39

TAKS READING TAKS WRITING

FCCLA

PROJECT

Lead students in planning a project that highlights foods from around the world. Have students agree on a creative name for the project, such as "Epicurean Delights Around the Globe." Arrange for a location that allows students to prepare and present exhibits and tastings based on group research on various regions of the world. Student groups might also present a portfolio containing information on their region's geography, cultures and recipes, and a profit/loss statement. This event might be used as a marketing tool for the Food Production, Management, and Services program by inviting such guests as city leaders, college and university administrators and faculty, school board members, parents, and community members.

This activity could be used as an FCCLA project.

Resource

Crockett, Lori L. (2002, April). "Real-World Training to Meet a Growing Demand." *Techniques*, 77 (4), pp. 18-22.

THEME PARTY

This activity is designed to help students demonstrate management skills in use of time, money, and resources when planning and carrying out a theme party. Some examples of themes and related foods include the following:

- child's birthday party – cake, finger foods, punch
- Mexican – taco casserole, chips, salsa, flan with caramel sauce
- Western – BBQ, baked beans, small cakes baked in soup cans
- Italian cafe – spaghetti, breadsticks, olive tray, sparkling grape juice
- Back to School – cake decorated like a bus, sack lunches (i.e., sandwiches, chips, and cookies in brown bags), juice boxes
- Valentine's Day – heart pizza, heart cookies, red fruit punch

Designate a time frame for planning and carrying out the party – for instance, four 50-minute class sessions. The parties can be scheduled in various ways; two examples include (1) all parties are held on the same day, or (2) the parties are scheduled with two groups conducting on the same day – this way, classmates can join in the celebrations and serve as peer evaluators.

Materials and Supplies:

- food needed for the theme party
- cooking utensils
- tables and chairs
- tableware
- party decorations
- invitations
- menus

Steps in carrying out the theme party project:
Divide the class into groups. Have groups choose a theme, plan menus and decorations, and prepare invitations for the party. Invitations could be sent to teachers, administrators, parents/guardians, and support staff who are free that class period to come to the party.

Instruct groups to create a shopping list for the items that are needed. Provide groups with a budget; for example, the spending limit is not more than $3.25 per person. All ingredients must be priced out. For instance, if 1 teaspoon of salt is used in a recipe, students must calculate the cost of 1 teaspoon of salt. Students might reference grocery store flyers and online grocery shopping sites to determine the cost of ingredients.

Groups should prepare meals or selected foods one day in advance of the party. Room decorations may be put up on this day, also. Students need to work cooperatively in their groups to ensure success.

Chapters 3, 4, 5, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39

TAKS READING

TAKS MATH

TAKS WRITING

TAKS SOCIAL STUDIES

On the day of the party, allow 30 minutes for groups to finish or reheat the food prepared from the previous day. Tables must be set with place settings for four people at a table (or more depending on the types of tables). Menus should be available at each table. When guests begin to arrive, students must greet and welcome them to the party. Students take the guests' orders and serve the meals.

Assessment: Each guest is given an evaluation sheet. On this sheet, guests are to evaluate the use of theme, time, and decor. **Note:** The evaluation sheets may be created and prepared by the students as part of their preparation duties.

Each student should write a summary of their involvement in the preparation and implementation of the theme party. Summaries might include assessments of strategies that were successful/unsuccessful, and recommendations for future party planning considerations.

Potential resources include the following Web sites:

- NetGrocer: Grocery Shopping Online
  www.netgrocer.com
- The Kitchen Link
  www.kitchenlink.com
- Tenny's Food/Recipe Page
  www.mebbs.com/tenny/recipes.htm

Based on An AskERIC Lesson Plan submitted by Paula West, East Richland High School, Olney, IL at *www.askeric.org*

COOKBOOK COMPUTER PROJECT

Have students use the computer, selected software packages and the Internet to create a cookbook. Steps for completing the project follow.

I. Design a cover and divider pages on the computer using tools, such as clipart, the Internet, Paint software, and Corel Draw. Choose a theme of personal interest for the cookbook, such as sports, animals, music groups, or automobiles. The cover will be printed on portrait paper. Student's name and the year should be included on the cover.

II. Have students prepare divider pages for sections chosen by them. Some suggestions include the following:

- A. Special recipes from your home – family traditions
- B. Recipes from foreign countries
- C. Recipes from other restaurants
- D. Helpful hints or cooking procedures
- E. Nutrition charts or the Food Guide Pyramid

Set a minimum of recipes required for the cookbook (e.g., 25).

III. The cookbook should look as if it has been published. **Note**: Bind the cookbooks with plastic combs if possible.

IV. Grading

- A. 200 points for Cover and Dividers
- B. 200 points for Recipes

Organization, neatness, creativity, and computer skills are important.

Potential resources include the following software:
Micro Kitchen Companion Software available from The Cookbook Store at *www.cookbookstore.com*

Janet Fincher, Caprock High School, Amarillo

Chapters 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 39

BLENDED ACTIVITIES - FCCLA

CHAPTER ACTIVITIES

Chapters 13, 19, 22, 23, 24, 26, 27, 28, 30, 32, 33	Have students plan and present a program on food safety and sanitation for various groups in the community, such as youth groups, child care providers, and older adult care facilities.
Chapters 34, 36	FCCLA members could participate in a fund-raising campaign, donating the profits to the food bank or a similar organization. Members would be able to see how the money is utilized.

POWER OF ONE

Chapters 1, 2	Working on Working: Have students interview professionals in food production, management, and services (e.g., meat cutter/butcher, restaurant manager, caterer). Students could then research careers in these areas. Have students list personal attributes, qualifications needed, and the rewards and demands of careers in food production, management, and services.

CAREER CONNECTION

Chapters 1, 2	Have students use the FCCLA Career Connection publication available from FCCLA National Headquarters, to explore careers and how to manage multiple roles. Members can receive recognition for their participation.

STAR EVENT: ILLUSTRATED TALK

Chapters 12, 13, 14	Ideas for topics include "Selection of Pesticides and Chemicals in the Food Production, Management, and Services Industry," "Food Safety and Sanitation Techniques," and "Fast-Food Selections and the Food Guide Pyramid."

STAR EVENT: ENTREPRENEURSHIP

Chapters 1, 2, 16, 17, 18, 19, 34, 36, 37, 39	Have students design a food production or services establishment (e.g., catering service, bakery, food processing plant) where they develop a mission statement; design a floor plan; write job descriptions for employees and owners; prepare an advertising plan; locate funding sources; create a budget including income and expenditures; and research sources for purchasing equipment, materials, and other supplies.

LEADERS AT WORK

Have students conduct a leadership project by selecting a leadership skill to work on, such as interpersonal skills, communication skills, managerial skills, or entrepreneurial skills. If students are employed, they might ask their employer to assist them in choosing a leadership skill to work on. Have students use the FCCLA planning process in conducting their project.

Chapters 3, 34, 40

FAMILIES FIRST, STAR EVENTS, OR STUDENT BODY

Have students plan and conduct a series of workshops on the importance of food safety and sanitation; food safety as pertaining to preparation and storage; or personal, equipment, and facility sanitation. Invite guest speakers, such as a health department inspector, a cooperative extension service representative from family and consumer sciences, a restaurant manager, a food production manager, a supermarket department manager, or a quality control specialist to share their expertise. The audience could include a variety of age groups. Students could develop flyers, posters, newspaper articles, and E-mail messages to publicize the event. Have students follow-up with letters of appreciation to the guest speakers participating in the workshops.

Chapters 12, 13, 17, 19, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33

APPLIED TECHNOLOGY

Have students use technology (i.e., video/audio, CD-ROM, laser disks) to create media that can be used as classroom resources. Ideas for media include safety and sanitation topics, such as the importance of sanitation in food preparation and safe practices in food storage. Instructional media could also be produced on such topics as "Baking the Perfect Muffin," "Professional Knife Skills," and "Techniques for Creating Vegetable Garnishes."

Chapters 12, 13, 17, 22, 28, 30

Creative Ideas

NOTE TO THE TEACHER

Developers of the series of curriculum guides for implementing Texas Essential Knowledge and Skills for Family and Consumer Sciences Education faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of family and consumer sciences provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple chapters through hands-on, project-based, and/or problem-solving activities.
- Integration of FCCLA activities as appropriate throughout the instructional strategies and blended activities promotes student learning through relevance and application.

We strongly encourage you to do the following:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Curriculum Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing the class into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards, and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability:
When participating in engaging, active learning experiences, it is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them upfront to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten, and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: Have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured - communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills.

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aids 36a-b, ***Brochure Assessment***, provide a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of Independent Study in Home Economics Education, available from The Curriculum Center for Family and Consumer Sciences. An example of a web diagram is shown in Teaching Aid 124, ***Web Diagram***. Two additional examples of graphic organizers include Teaching Aid 34, ***Venn Diagram***, and Teaching Aid 24, ***T-Chart Template***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills.

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topics that are most relevant to them. The writing experience also develops communication skills and provides TAKS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork.

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide the class into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s)for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue - pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills.

Clarification and suggestions related to classroom debates are provided in Teaching Aid 125, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communication skills.

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead groups to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills.

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 27, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills.

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 126, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 127, ***Netiquette***. A video that focuses on Internet use and safety is *Online Safety*, available from The Curriculum Center for Family and Consumer Sciences.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to. Have students use Teaching Aid 4, ***Web Site Evaluation***, to record the information.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. Refer to the list of search engines for Internet Activities located in the Program Tools section of this Curriculum Guide. When students conduct Web searches, remind them to do the following:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any print-outs the Web address of the source. This is important for bibliographic reference and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!
- Internet Scavenger Hunts are designed to help develop skills used in searching and resourcing the Internet using a planned project. An example of an Internet Scavenger Hunt is located in the Blended Activities section of this Curriculum Guide.
- A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of

analysis, synthesis, and evaluation. The WebQuest page at San Diego State University provides templates, instructions, and examples (*webquest.sdsu.edu/webquest.html*).

- The electronic portfolio is a vehicle for collecting and presenting evidence of growth and achievement over time. Students enrolled in Food Production, Management, and Services are encouraged to select examples of their work that exhibit the student's efforts, progress, and achievements. Teaching Aid 20, ***Differentiating the Levels of Electronic Portfolio Implementation***, provides examples of programs that may be used for electronic portfolio development.

What to include:
Title Card – Student name, year, teacher name. This card might include a picture or video of the student.
Table of Contents Card – This card shows the viewer the contents of the portfolio. Buttons can be added to the card to link the viewer to the desired information.
Information Cards – Ideas include the following:

- resumé
- personal philosophy regarding food production, management, and services; this can be written or recorded
- photo of student in professional dress
- sample of handwriting (scanned)
- evidence of positive interpersonal skills including teamwork and leadership presented through photos; film clips; letter of reference from program directors, instructors, and coaches
- learning journals
- computer projects (these can be linked directly)
- class projects demonstrating various areas of learning within the food production, management, and services profession

Letter to Viewer – The student can write a letter to the viewers, thanking them for looking at the portfolio and pointing out the portfolio's highlights.
Viewer Response Card – After looking at the portfolio, the teacher and other viewers can write comments to the student.

Resource: *Electronic Portfolios* by Tammy Worcester available at *www.essdack.org/port/index.html*

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem solving; organizational.

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point - good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Creative Ideas

NOTES

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RESOURCES

Agencies and Organizations

American Association of Family and Consumer Sciences (AAFCS)
1555 King Street
Alexandria, VA 22314-2738
(800) 424-8080
www.aafcs.org

American Culinary Foundation (ACF)
10 San Bartola Drive
St. Augustine, FL 32086
(800) 624-9458
www.acfchefs.org

American Dietetic Association (ADA)
216 W. Jackson Blvd.
Chicago, IL 60606-6995
(312) 899-0400
www.eatright.org

American Egg Board
1460 Renaissance Drive
Park Ridge, IL 60068
(847) 296-7043
www.aeb.org

American Institute of Baking (AIB)
1213 Bakers Way
P.O. Box 3999
Manhattan, KS 66505-3999
(800) 633-5137
www.aibonline.org

American Lamb Council
6811 South Yosemite Street, Suite 200
Englewood, CO 80112-1414
(303) 771-3500
www.lambchef.com

Center for Food Safety and Applied Nutrition
5100 Paint Branch Parkway
College Park, MD 20740-3835
www.cfsan.fda.gov

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CultureGrams
333 South 520 West, Suite 360
Lindon, UT 84042
(800) 528-6279
www.culturegrams.com

The Curriculum Center for Family and Consumer Sciences (formerly Home Economics Curriculum Center)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Families and Work Institute
267 Fifth Avenue, 2nd Floor
New York, NY 10016
(212) 465-2044
www.familiesandwork.org

Family, Career and Community Leaders of America, Inc. (formerly Future Homemakers of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(703) 476-4900
www.fcclainc.org

Food and Nutrition Information Center (FNIC), USDA
10301 Baltimore Avenue, Room 304
Beltsville, MD 20705-2351
(301) 504-5719
www.nal.usda.gov/fnic

Future Homemakers of America, Inc. (changed to Family, Career and Community Leaders of America, Inc.)
1910 Association Drive
Reston, VA 22091-1584
(800) 234-4425
www.fcclainc.org

Future Homemakers of America, Inc. (changed to Family, Career and Community Leaders of America, Inc.)
Texas State Association
8140 Burnet Road
Austin, TX 78766
(512) 459-3269
www.texasfccla.org

Home Economics Curriculum Center (changed to The Curriculum Center for Family and Consumer Sciences)
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Hospitality Business Alliance
175 W. Jackson Blvd., Suite 1500
Chicago, IL 60604
(800) 765-2122, X340
www.restaurant.org

International Council on Hotel, Restaurant, and Institutional Education
2613 North Parham Road, 2nd Floor
Richmond, VA 23294
(804) 346–4800
www.chrie.org

International Franchise Association
1350 New York Avenue, NW Suite 900
Washington, DC 20005-4709
(202) 628-8000
www.franchise.org

MultiCultural Foodservice and Hospitality Alliance
65 Weybosset Street, Suite 50
Providence, RI 02903
(401) 751-8883
www.mfha.net

National Association of College and University Food Services
1405 South Harrison Road, Suite 305
Manly Miles Building, Michigan State University
East Lansing, Michigan 48824
(517) 332-2494
www.nacufs.org

National Cattlemen's Beef Association
9110 E. Nichols Avenue, Suite 300
Centennial, CO 80112
(800) 368-3138
www.beef.org

National Chicken Council
1015 15th Street NW Suite 930
Washington, DC 20005-2605
(202) 296-2622
www.eatchicken.com

National Dairy Council
10255 W. Higgins Road, Suite 900
Rosemont, IL 60018
(800) 853-2479
www.nationaldairycouncil.org

National Fisheries Institute
1901 North Fort Myer Drive, Suite 700
Arlington, VA 22209
(703) 524-8880
www.nfi.org

National Health Information Center
P.O. Box 1133
Washington, DC 20013-1133
(301) 565-4167
www.health.gov/nhic

National Restaurant Association Educational Foundation (NRAEF)
175 West Jackson Boulevard Suite 1500
Chicago, IL 60604-2702
(800) 765-2122
www.restaurant.org

Society for Foodservice Management (SFM)
304 West Liberty Street, Suite 201
Louisville, KY 40202
(502) 583-3783
www.sfm-online.org

Texas Beef Council
8708 Ranch Road 620 North
Austin, TX 78726
(512) 335-2333
www.txbeef.org

Texas Department of Health
1100 West 49th Street
Austin, TX 78756
(512) 458-7111
www.tdh.texas.gov

Texas Education Agency, Family and Consumer Sciences Education
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9311
www.tea.state.tx.us/Cate/fcs

Texas Restaurant Association (TRA)
1400 Lavaca
P.O. Box 1429
Austin, TX 78767
(800) 395-2872
www.restaurantville.com or *www.txrestaurant.com*

U.S. Poultry and Egg Association
1530 Cooledge Road
Tucker, GA 30084-7503
(770) 493-9401
www.poultryegg.org

Video Placement Worldwide (VPW)
25 2nd Street, N., Suite 180
St. Petersburg, FL 33702
(800) 358-5218
www.vpw.com

Dr. Carl Winter
University of California, Food Science and Technology Department
One Shields Avenue
Davis, CA 95616-8598
(530) 752-2647
foodsafe.ucdavis.edu/music.html

Books

Almanza, B. A., Kotschevar, L. H., and Terrell, M. E. (2000). *Foodservice Planning: Layout, Design, and Equipment.* Upper Saddle River, NJ: Prentice Hall.

Brenner, Mark L. (2001). *Tipping for Success: Secrets for How to Get In and Get Great Service.* New York, NY: Brenmark House.

Brittin, Helen C. (2001). *Food Preparation Essentials.* Dubuque, IA: Kendall Hunt.

Gisslen, W. (1998). *Professional Cooking* (4th Ed.). New York, NY: John Wiley & Sons.

Jackson, Tom. (1993). *Activities That Teach.* Cedar City, UT: Red Rock Publishing.

Jackson, Tom. (1995). *Still More Activities That Teach.* Cedar City, UT: Red Rock Publishing.

Jackson, Tom. (2002). *Conducting Group Discussions with Kids.* Cedar City, UT: Red Rock Publishing.

Knight, J. B., and Kotschevar, L. H. (2000). *Quantity Food Production, Planning, and Management* (3rd Ed.). New York, NY: John Wiley & Sons.

Labensky, S. R., and Hause, A. M. (1999). *On Cooking: A Textbook of Culinary Fundamentals* (2nd Ed.). Upper Saddle River, NJ: Prentice Hall.

Largen, V. L., and Bence, D. L. (2000). *Guide to Good Food.* Tinley Park, IL: Goodheart-Willcox.

Larousse, David Paul, and White, Jasper. (1993). *The Sauce Bible: Guide to the Saucier's Craft.* New York, NY: John Wiley & Sons.

Loken, Joan K. (1995). *The HACCP Food Safety Manual.* New York, NY: John Wiley & Sons.

National Assessment Institute Handbook for Safe Food Service Management. (1997). Englewood, NJ: Prentice Hall.

Pavesic, D. V. (1998). *Restaurant Cost Control.* Upper Saddle River, NJ: Prentice Hall.

Peterson, James. (2000). *Spendid Soups: Recipes and Master Techniques for Making the World's Best Soups.* New York, NY: John Wiley & Sons.

Peterson, James A. (1998). *Sauces: Classical and Contemporary Sauce Making.* New York, NY: John Wiley & Sons.

Ray, M. F., and Lewis, E. J. (1996). *Exploring Professional Cooking.* Peoria, IL: Glencoe.

Rombaurer, Irma Von Starkloft, Becker, Marion Rombaurer, and Becker, Ethan. (2001). *Joy of Cooking: All About Salads and Dressings.* New York, NY: Scribner.

Spears, M. (1995). *Foodservice Organization: A Managerial and Systems Approach (*3rd Ed.*).* Englewood Cliffs, NJ: Prentice Hall.

Splaver, Bernard, and Reynolds, W.N. (1991). *Successful Catering.* New York, NY: John Wiley & Sons.

U. S. Department of Labor. (Published annually and available from several sources.) *Occupational Outlook Handbook*

The Visual Food Encyclopedia. (1999). Quebec Amerique. USA: MacMillan.

Databases

USDA/FDA Foodborne Illness Educational Materials Database
www.usda.gov

USDA/FDA HACCP Training Programs and Resources Database
www.usda.gov

Publications

Family, Career and Community Leaders of America (FCCLA). (1999). *Power of One.*

Family, Career and Community Leaders of America (FCCLA). (2002). *Get Connected (CD-ROM)* which includes: *Families First, Financial Fitness, Student Body,* and *FACTS.*

Food Safety and Inspection Service, United States Department of Agriculture. *The Food Safety Educator.*

Future Homemakers of America, Inc. (1998). *Career Connection.*

Future Homemakers of America, Inc. (1999). *Leaders at Work.*

Home Economics Curriculum Center. (1992). *Effective Management of Multiple Roles: Family and Work.*

Home Economics Curriculum Center. (1997). *Skills for Life.*

Home Economics Curriculum Center (1999). Essentials for Home Economics Education: The Cornerstone.

- *Learning Styles and Learning Success– What Every Educator Should Know*
- *Managing Multiple Roles*
- *Teaching All Students in Home Economics Education: A Focus on Students with Special Needs*

Home Economics Curriculum Center. (1999). *Ready, Set, Read!*

International Council on Hotel, Restaurant, and Institutional Education

- *Hosteur*
- *Guide to College Programs in Hospitality, Tourism, and Culinary Arts*

National Restaurant Association

- *Hospitality Business Alliance*
- *Nation's Restaurant News*

Texas Restaurant Association. *Food & Service News.*

Teaching Kit

Dollars and Cents Kit. (2002). Verona, WI: Attainment Company, Inc.
(Making Change CD-ROM [talking software program] is also available.)

Videotapes

Culinary Institute of America, Hyde Park, NY:

- *The Basics of Bread Baking*
- *Recipe Costing - The Bottom Line*

The Curriculum Center for Family and Consumer Sciences (formerly Home Economics Curriculum Center)

Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/ccfcs

Videotapes available include:

- *Blue Bell Ice Cream*
- *The Dairy Plant*
- *Food Safety and Sanitation*
- *Food Safety: Dairy Details*
- *Food Safety: Eggciting Safety Facts*
- *Food Safety: Fish and Shellfish Safety*
- *Food Safety: Fruit Facts and Veggie Vitals*
- *Food Safety: Protecting At-risk Populations*
- *Food Safety: Would Your Kitchen Pass Inspection?*
- *Food Service Equipment*
- *Food Service Tools*
- *Food Testing: Working with Yeast*
- *HACCP: A Basic Understanding*
- *Introduction to Food-borne Illness*
- *Kitchen Food Safety*
- *Managing Multiple Roles*
- *Meat Cooking Techniques*
- *Understanding Food-borne Pathogens*
- *Understanding Nutritional Labeling*
- *Online Safety*

Texas Restaurant Association
1400 Lavaca
P.O. Box 1429
Austin, TX 78767
(800) 395-2872
www.restaurantville.com or www.txrestaurant.com

- *Kitchen Safety – It's Up to You*
- *Ten Good Reasons for a Career in Foodservice*

VMS, Inc. Technical Books and Videos
17600 South Williams Street #6
Thornton, IL 60476-1077
(800) 343-6430
www.vms-online.com

- *Food Service Equipment*
- *Measuring Ingredients and Following Directions*

Web Sites

American Cancer Society
www.cancer.org

American Correctional Food Service Association
www.acfsa.org

American Heart Association
www.americanheart.org

American Red Cross (contact the nearest local chapter)
www.redcross.org

American School Food Service Association
www.asfsa.org

American School Health Association
www.ashaweb.org

American Society for Microbiology
www.microbe.org or www.washup.org

CensusScope
www.censusscope.org

Center for Disease Control and Prevention
www.cdc.gov

Chef Desk
www.chefdesk.com

The Chef's Catalog
www.chefscatalog.com/index.jhtml

The Chef's Resource
www.chefsresource.com

CuisineNet Digest
www.cuisinenet.com

The Culinary Institute of America
www.ciachef.edu

The Cooking and Culinary School Directory
www.cookingschools.com/careers-jobs/

Customer Service Resource Center
www.therightanswer.com

Dietary Managers Association
www.dmaonline.org

Food and Drug Administration
www.fda.gov

Food and Safety.Com
www.foodsafety.com

Food Allergy Network
www.foodallergy.org

Food Marketing Institute
www.fmi.org

Food Presentation and Garnishing
www.homecooking.about.com/cs/foodpresentation

Foodservice.Com
www.foodservice.com

Foodservice Equipment Reports
www.fermag.com

Glencoe
www.glencoe.com

Glo-germ
www.glogerm.com

Goodheart-Willcox
www.goodheartwillcox.com

Grains Nutrition Center
www.wheatfoods.org

Healthy School Meals Resource System
schoolmeals.nal.usda.gov

History Channel
www.historychannel.com

Hospitality and Financial Professional
www.iaha.org

Hospitality Educators Association of Texas
www.texaslodging.com/ef/hospitalityeducators.phtml

Hospitality Management Garnish Videos
www.ag.uiuc.edu/~food-lab/resources/videos/garnish/

Hospitality News
www.hospitalitynewsgroup.com

Integrated Food Safety Information Delivery System
www.profoodsafety.org

Iowa State Cooperative Extension
www.extension.iastate.edu

MasterCard
www.mastercard.com

Mayo Clinic
www.mayoclinic.com

National Association of Colleges and Employers
www.jobweb.com

National Fire Protection Association
www.nfpa.org

National Food Processors Association
www.nfpa-food.org

National Food Safety Database
www.foodsafety.org

National Pasta Association
www.ilovepasta.org

New Mexico Cooperative Extension Service
www.cahe.nmsu.edu/ces

North American Association of Food Equipment Manufacturers
www.nafem.org

Nutrition Cafe
www.exhibits.pacsci.org/nutrition

Nutrition, Education, Counseling, and Service
www.ncescatalog.com

Nutrition Navigator
Navigator.tufts.edu

Occupational Outlook Handbook
stats.bls.gov/oco/home.htm

Prentice Hall
www.prenhall.com

The Produce for Better Health Foundation
www.5aday.com

Produce Marketing Association
www.aboutproduce.com

The Retail Baker's Association
www.rbanet.org

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Small Business Administration
www.sba.gov

Social Security Administration
www.ssa.gov

Supporting Human Capital Development
www.youachieve.com

Texas Cooperative Extension Service (Contact the Family and Consumer Sciences Agent in each county)
texasextension.tamu.edu or *fcs.tamu.edu*

Texas Education Network (TENET)
www.tenet.edu

Texas Workforce Commission
www.twc.state.tx.us

U.S. Census Bureau
www.census.gov

U.S. Department of Agriculture – National Agricultural Library
www.nal.usda.gov

U.S. Department of Education
www.ed.gov

U.S. Department of Justice – Americans with Disabilities Act
www.ada.gov

U.S. Department of Labor – Occupational Health and Safety Administration
www.dol.gov or *www.osha.gov*

Waiters World
www.waitersworld.com

John Wiley and Sons
www.wiley.com

Wilton
www.cake.wilton.com

Visa
www.visa.com

Sample Visual Display Rubric

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Many graphics are not clear or are too small.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.

Rubric created on-line at Rubistar Homepage: rubistar.4teachers.org

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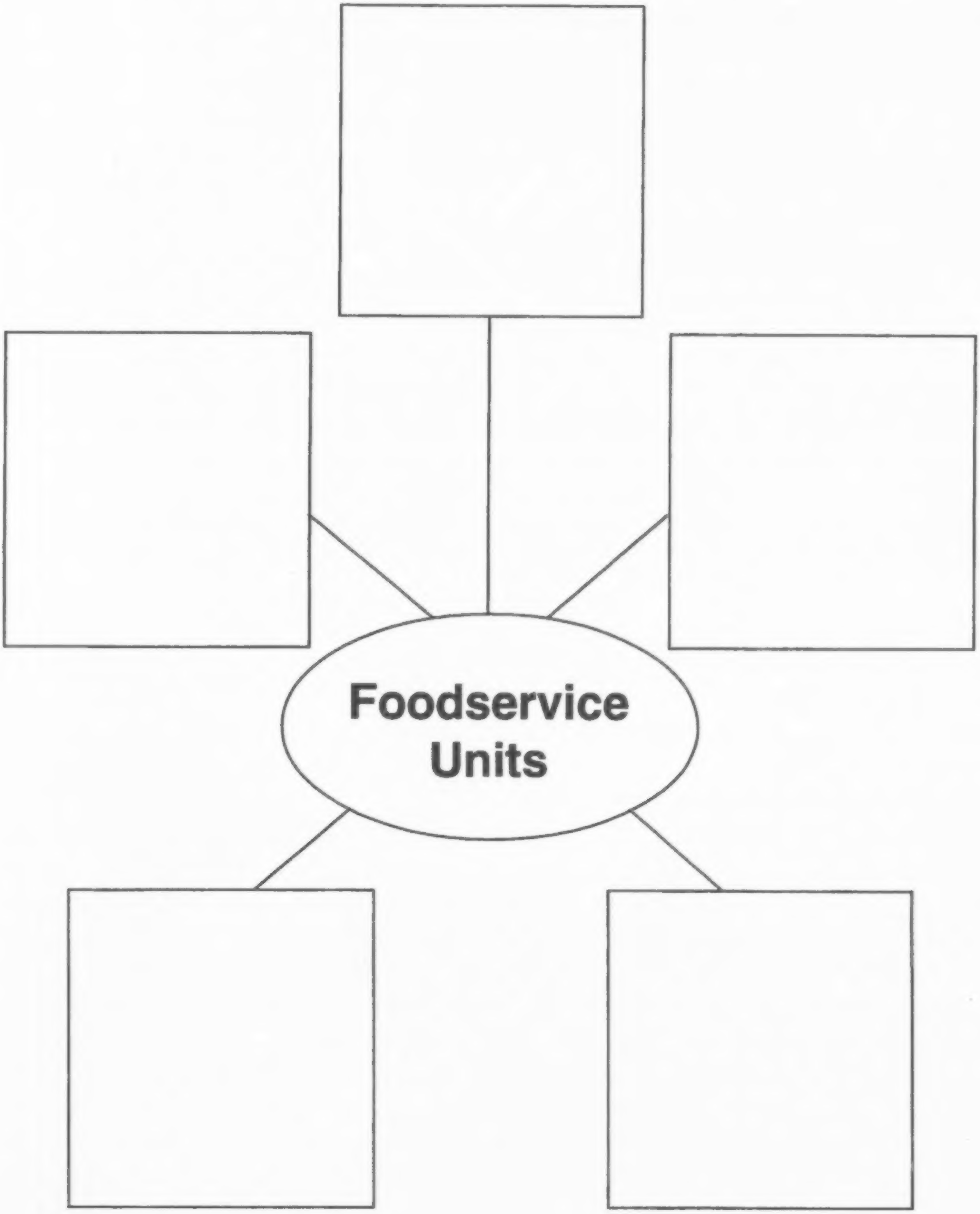
TA 2

Types of Foodservice Units


Foodservice Units

TA 3

Is Foodservice for You?

✓ Advantages

Many jobs available
Salaries and fringe benefits
Vacation
Part-time jobs
Flexible schedules
Demand for workers
Pleasant working conditions
Advancement opportunities
Management and ownership opportunities

✗ Disadvantages

Inconvenient hours
Work under pressure
Fatigue
Low pay for entry-level positions

TA 4

Web Site Evaluation

Title of Site: ______________________________

URL: ______________________________

Evaluate the Web site you visited using the criteria described below. Circle the number you think the site deserves for each catagory. Justify your rating by writing a brief explanation using the space provided.

Key: 4 = Excellent, 3 = Satisfactory, 2 = Unsatisfactory, 1 = Poor

Criteria	Ranking	Explanation
Publisher is a reputable organization	4 3 2 1	
Information is reliable	4 3 2 1	
Sources of information are stated (Information can be verified)	4 3 2 1	
Author can be contacted for clarification	4 3 2 1	
Material at this site is useful, unique, and accurate	4 3 2 1	
Purpose of the resource is clearly stated	4 3 2 1	
Site contains original information not simply links	4 3 2 1	
Web site is updated frequently Date of last update: ____________	4 3 2 1	
Ease of movement from page to page, link to link, and item to item	4 3 2 1	
Graphics/sounds/video make a significant contribution to the site	4 3 2 1	
Each graphic/sound/video serves a clear purpose	4 3 2 1	
Site has its own search engine	4 3 2 1	
Site is easily browsable or searchable	4 3 2 1	
Web site accessibility is fast (response time)	4 3 2 1	
Limited number of links lead to dead-ends	4 3 2 1	
Non-members have access to all or part of the site	4 3 2 1	
A name and password must be registered before having access to the site	4 3 2 1	
Overall Web site evaluation	4 3 2 1	

EDUCATIONAL PROGRAMS

Auburn University, AL, Department of Nutrition and Food Science
www.humsci.auburn.edu/nfs/nfs.html

The Cooking and Culinary School Directory
www.cookingschools.com/careers-jobs

Cooking and Hospitality Institute of Chicago
www.chicnet.org/homemain.html

Council on Hotel, Restaurant, and Institutional Education
www.chrie.org

Hospitality Educators Association of Texas
www.texaslodging.com/ef/hospitalityeducators.phtml

Indiana University of Pennsylvania; Hotel, Restaurant and Institutional Management
www.hhs.iup.edu/hrim/

Johnson & Wales University
www.jwu.edu

The Online College of Chile Knowledge
www.fiery-foods.com/chile-college

The Restaurant School, Philadelphia, PA
www.therestaurantschool.com/index.asp

Society for Foodservice Management
www.sfm-online.org/etc/links.html

Stratford University
www.stratford.edu/main.shtml

Texas Tech University: Restaurant, Hotel, and Institutional Management
www.hs.ttu.edu/ENRHM/RHIM

Tuskegee University, Department of Food and Nutritional Science
agriculture.tusk.edu/Food_Nutri/Food_Nutrition.html

University of Nevada Las Vegas
www.unlv.edu/Tourism/catres.html

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Internet Search

Name of Web Site	URL	Occupation	Education

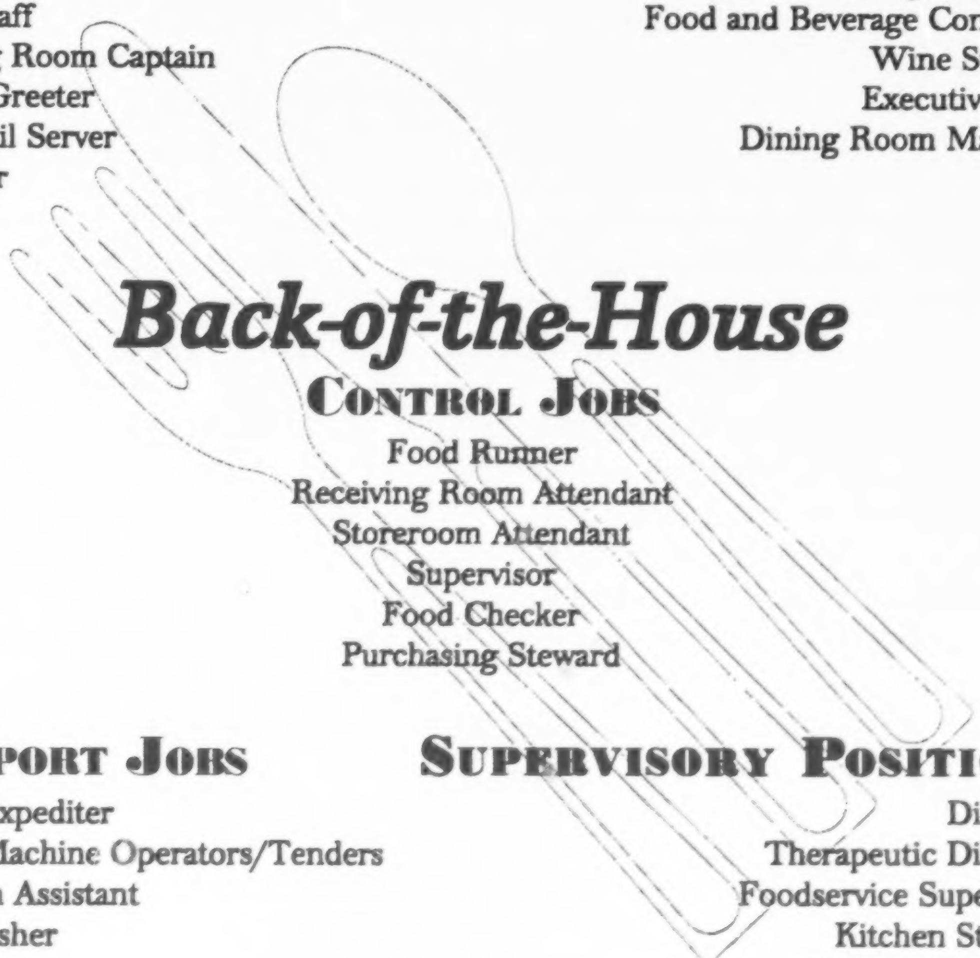
Front-of-the-House

SERVICE JOBS

Set-up Personnel
Dining Room Attendant
Bartenders
Waitstaff
Dining Room Captain
Host/Greeter
Cocktail Server
Cashier

MANAGEMENT JOBS

Maitre d' Hotel
Banquet Manager
Food and Beverage Manager
Food and Beverage Controller
Wine Steward
Executive Chef
Dining Room Manager



Back-of-the-House

CONTROL JOBS

Food Runner
Receiving Room Attendant
Storeroom Attendant
Supervisor
Food Checker
Purchasing Steward

SUPPORT JOBS

Food Expediter
Food Machine Operators/Tenders
Kitchen Assistant
Dishwasher
Porter
Sanitation Supervisor
Silver Polisher

SUPERVISORY POSITIONS

Dietitian
Therapeutic Dietitian
Foodservice Supervisor
Kitchen Steward
Kitchen Supervisor
Steward
Banquet Steward

PRODUCTION JOBS

Vegetable Preparer
Meat Cutter
Pantry Worker
Cook
Baker
Chef

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TA 8a

Opportunities for Advancement in Restaurant Positions

Job Title	May Advance to...
Entry-Level Positions (Employees may be trained on the job)	
Busperson	Waitperson, Soda Fountain Worker, Kitchen Helper, Sandwich Maker
Waitperson	Host or Greeter, Head Waitperson, Cashier, Dining Room Supervisor
Host or Greeter	Cashier, Dining Room Supervisor, Assistant Manager
Kitchen Helper	Specialized Food Preparer, Assistant Cook or Baker, Head Cook or Baker
Sandwich Maker	Cook, Pantry Supervisor, Waitperson
Soda Fountain Worker	Waitperson, Kitchen Helper, Soda Fountain Manager
Beverage Worker	Soda Fountain Worker, Specialized Food Preparer, Pantry Worker, Waitperson
Some Experience and/or Training Required	
Cashier	Bookkeeper, Accountant
Food Checker	Cashier, Storeroom Control Supervisor, Purchasing Agent
Cook/Chef	Vegetable Cook, Fry Cook, Soup Cook, Sauce Cook, Roast Cook, Chef

TA 8b

Baker/Pastry Assistant	Baker, Pastry Cook, Pastry Chef
Pantry Supervisor	Food Checker, Food Production Manager
Foodservice Supervisor	Assistant Manager, Restaurant Manager
Purchasing Agent or Storeroom Supervisor	Assistant Manager, Restaurant Manager
Butcher	Assistant Cook, Chef

Advance Training and/or Experience Required

Restaurant Manager	Chain Restaurant Supervisor, Restaurant Owner
Assistant Manager/ Restaurant Owner	Restaurant Manager, Chain Restaurant Manager, Chain Executive
Food Production Manager	Assistant Manager, Restaurant Manager, Restaurant Owner
Personnel Director	Restaurant Manager, Restaurant Owner
Menu Maker	Food Production Manager, Assistant Manager, Restaurant Manager, Restaurant Owner
Merchandising Supervisor	Assistant Manager, Manager, Owner
Director of Recipe Development	Food Production Manager, Assistant Manager, Restaurant Manager

Ethics

Ethics: *the moral conduct that is expected of all persons working within a profession*

- Includes the knowledge and practice of right and wrong, confidentiality, and moral behavior
- Involves honesty, integrity, and respect for self and others

Where Do You Look for Jobs?

1. School Personnel

⇒ counselors
⇒ teachers
⇒ high school or college job placement office

2. Network of Family and Friends

⇒ a list of family and friends who can help you with job leads in the field where you have interest
⇒ entrepreneurs you know

3. Employment Agencies

⇒ people seeking jobs meet with counselors at the employment agency; the counselor contacts various employers
⇒ private employment agencies—operated by people trying to make a profit
⇒ public employment offices—operated by federal or state government with free services (e.g., Texas Workforce Commission)

4. Newspaper

⇒ "help wanted" ads with information on salary and job responsibilities
⇒ profile of local business community—growing businesses, employment trends, and announcements of promotions

5. Government Offices

⇒ city, county, regional, state or federal levels

6. Job Postings by Employers, Professional Organizations, or Trade Publications

⇒ go to Web sites for big business and professional organizations
⇒ trade publications may list positions available for employment in specific career concentrations

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Letter of Inquiry

A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry.

Give the **title of the job** for which you are applying. If you learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.

Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.

If you have no work experience, mention **volunteer experience, special interests, or anything about you that would convince the employer** that you are qualified for the job.

Offer to provide references or additional information upon request.

End the letter by **asking for an interview** and letting the employer know **where to call you**.

✍ **An important note:**
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

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Guidelines for Writing Resumés

The following guidelines should be observed when writing a resumé:

- Type the resumé. Use one-inch margins and double space between paragraphs. A resumé should be one standard (8 1/2" x 11") page in length. It is not acceptable to present a resumé in handwritten form.
- Check the resumé for spelling and grammatical errors.
- Use action verbs to describe job duties. Examples of action verbs include the following: *design, compose, develop, maintain, schedule, supervise, plan, prepare,* and *monitor.*
- Include information relevant to the position being sought.
- List the most recent accomplishments first in the work experience and education sections of the resumé.
- Use a positive style of writing. Emphasize accomplishments rather than failures.

Sample Resumé

	Chris Fowler 2525 37th Street Dallas, Texas, 78880 (531) 279-0732	
Employment Objective	Caterer's Assistant; available afternoons, weekends, and during school breaks	
Education	20xx-present	North High School; Dallas, Texas
	Honors:	Honor student, "A" average North High School Student of the Month
Work Experience	20xx	Volunteered on weekends Quick-stop Concession Attendant Dallas, Texas
	Summer 20xx	Provided customer service (Giftwrapper) Smith's Gift Shop Dallas, Texas
Activities	Yearbook Editor Basketball Youth Fellowship	Student Council FCCLA
References	Available upon request.	

TA 13

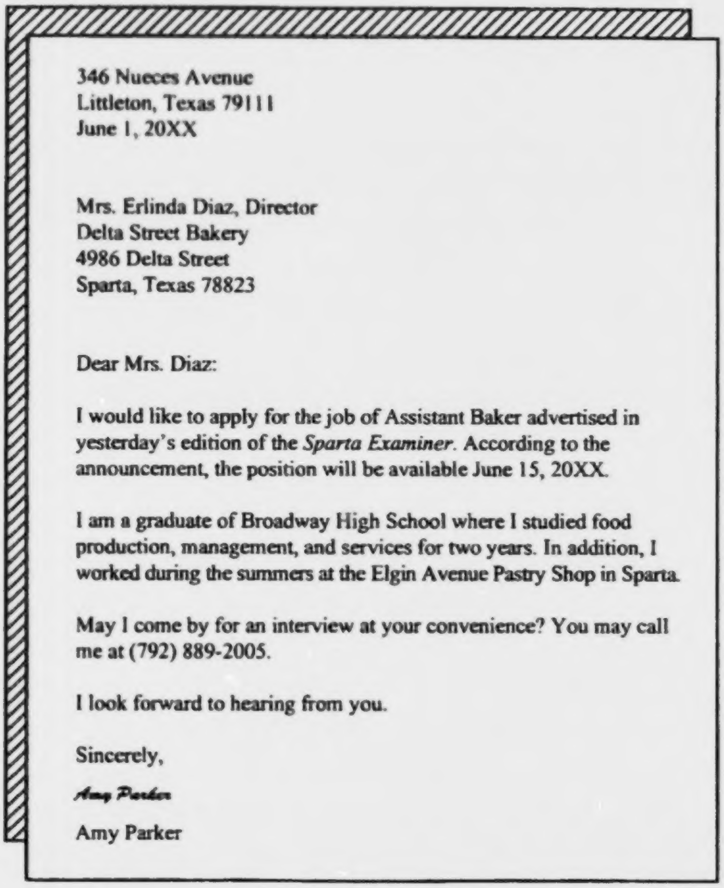
Guidelines for Writing Letters of Application

A ***letter of application*** is sent on the following occasions:

- When answering a newspaper want ad
- As a cover letter when mailing a resumé to a prospective employer
- When contacting an employer who lives in another city

Guidelines for writing letters of application are as follows:

- Type the letters of application on good quality, letter-sized (8 1/2" x 11") white or off-white paper. The letter should be neat in appearance, and there should be no typing or grammatical errors.
- Use the correct name and title of the person to whom you are writing.
- Indicate the position for which you are applying.
- If applicable, mention the name of a person who has referred you to the employer.
- Explain why you would be of value to the employer.
- In closing, request an interview.
- Keep the letter short and concise. An application letter should be one page long.
- Include your name, address, and phone number so the employer knows where to contact you.



346 Nueces Avenue
Littleton, Texas 79111
June 1, 20XX

Mrs. Erlinda Diaz, Director
Delta Street Bakery
4986 Delta Street
Sparta, Texas 78823

Dear Mrs. Diaz:

I would like to apply for the job of Assistant Baker advertised in yesterday's edition of the *Sparta Examiner*. According to the announcement, the position will be available June 15, 20XX.

I am a graduate of Broadway High School where I studied food production, management, and services for two years. In addition, I worked during the summers at the Elgin Avenue Pastry Shop in Sparta.

May I come by for an interview at your convenience? You may call me at (792) 889-2005.

I look forward to hearing from you.

Sincerely,

Amy Parker

Amy Parker

TA 14

Guidelines for Completing Job Applications

A *job application* must be completed neatly and precisely. The following suggestions can help an individual effectively complete a job application. Read the entire application to make sure all questions are understood.

- Follow the instructions carefully.
- Print or write neatly and clearly.
- Use an ink pen, preferably black.
- Answer each question. Do not leave questions blank. If a question does not apply to you, write NA (not applicable) in the space, or draw a line through the space.
- Spell correctly. Use your list of facts to check the spelling of names of past employers and references.
- Answer all questions honestly.
- Include area codes and zip codes in all telephone numbers and addresses that are requested.
- Use the word *open* or *negotiable* to answer questions regarding expected salary.
- List all part-time and full-time jobs you have had. Always avoid negative comments when reasons for leaving are requested.
- Emphasize special courses, experiences, on-the-job training, or hobbies that have provided skills necessary for the position.
- Include any special licenses held or certificates received.

In order to be prepared to provide a factual account of information involving past work experiences, education, personal characteristics, and skills, an individual should prepare a list of these facts to refer to when completing the job application. The list should include the following information:

- Social security number
- References (names, job titles, addresses, and telephone numbers)
- Former employers (names, job titles, addresses, telephone numbers, and dates of employment)
- Record of education (courses taken and grades received or a transcript)
- Community or school activities, honors, skills, hobbies, and interests

TA 15

Sample Job Application

Complete this job application form as completely, neatly, and accurately as possible.

General Information

Date: ________ Last Name: ________________ First Name: ________________ MI: ____
Home Phone: ____________ Street Address: ______________________________
City: ____________ State: ____________ Zip: ____________

Name of someone who can be contacted
in the case of an emergency: ______________________________
Phone Number: ________________

Employment History

From: ______ To: ______
Employer: ________________
Address: ________________
Supervisor's Name: ________________
Duties Performed: ________________
____
____
Reason for Leaving: ________________

From: ______ To: ______
Employer: ________________
Address: ________________
Supervisor's Name: ________________
Duties Performed: ________________
____
____
Reason for Leaving: ________________

Education

Name of School: ________________
Address: ________________
Date of Graduation: ________________
Degree Received: ________________

Name of School: ________________
Address: ________________
Date of Graduation: ________________
Degree Received: ________________

Other Information

List any awards, special talents, or interests you have:
____
____

List the names, addresses, and phone numbers of three references (not related to you):
1. ____
2. ____
3. ____

Date available for employment: ________________

List skills and training in which you have experience:
____
____
____
____

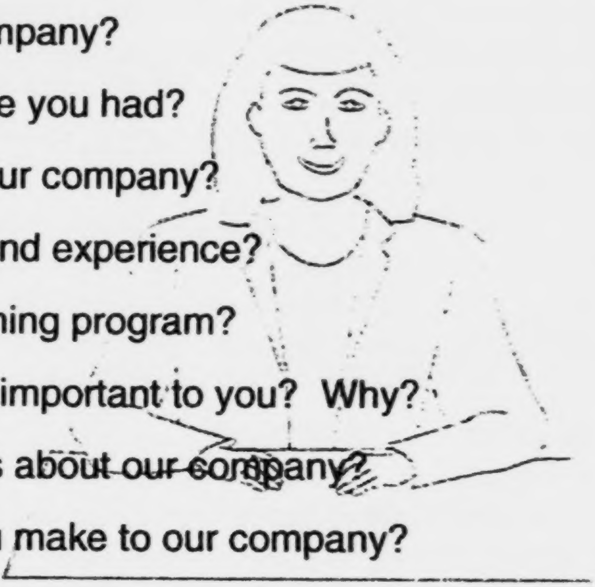
I acknowledge that the above information is true to the best of my knowledge.

Signature ________________________ Date ________________

Interview Questions

Prepare yourself for the job interviews by writing the answers to the following questions on your own paper.

- What type of work do you want to do? Why?
- What qualifications do you have for this type of work?
- Why did you choose this particular field of work?
- Why did you select our company?
- What work experience have you had?
- What do you know about our company?
- What is your background and experience?
- Are you interested in a training program?
- Is the size of our company important to you? Why?
- Do you have any questions about our company?
- What contributions can you make to our company?
- What are your strengths and weaknesses?
- What subjects have you liked the most and the least in school?
- What are your hobbies and interests?
- What type of leadership experience do you have?
- Do you have any plans for further self-improvement?
- What was your major achievement in high school?
- What starting salary or wage do you expect?



Sample Follow-up Letter

2456 Creekmore Lane
Topper, Texas 70047
July 15, 20XX

Mrs. Consuela Gomez
Fiesta Food Sales
7833 Hooper Street
Topper, Texas 70047

Dear Mrs. Gomez:

Thank you for the time you spent interviewing me for the food sales representative position at Fiesta Food Sales. After discussing this job with you, I am very interested in the position. I believe my family and consumer sciences classes and my experience at the Topper Town Supermarket have prepared me well for this type of job.

If you need any additional information, please contact me at the above address or at (806) 045-4859.

Sincerely,

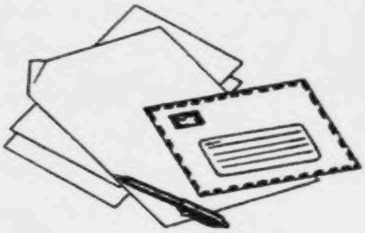
Luke Turner

Luke Turner

Guidelines for Terminating Employment

There are many reasons to terminate or leave a job. The decision to terminate a job should be made carefully. When an individual decides to leave a job, he or she should try to leave on good terms. Guidelines for a positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) should be given if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated.
- It is customary to give at least a two-week notice or a four-week notice if the employee is paid once a month.



Tips for writing a letter of resignation:

Tell when you want to quit the job.
Thank the employer for her or his help.
Tell why you are quitting if appropriate (*optional*).
Tell where you will be working in the future (*optional*).
Type a neat, concise letter following a business format.

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Suggested Obligations in Terminating Employment

For the Employee:

- Leave on good terms.
- Job search away from work.
- Continue to work efficiently and well on the present position while searching for new employment.
- Be an honest, dependable, and trustworthy employee.
- Give ample notice to the employer before taking a new position.
- If appropriate, offer to train the replacement.

For the Employer:

- Clearly state work expectations, career-related duties, hours, and benefits to employees.
- Explain the obligations of employees in terminating employment.
- If appropriate, explain that the employee is expected to help find and/or train a replacement when terminating employment.
- Create a safe work environment for employees.
- Build a good relationship with employees.

Differentiating the Levels of Electronic Portfolio Implementation*

0	1	2	3	4	5
All documents are in paper format. Some portfolio data may be stored on videotape.	All documents are in digital file formats, using word processing or other commonly-used software, and stored in electronic folders on a hard drive, floppy diskette, or LAN server.	Portfolio data is entered into a structured format, such as a database or HyperStudio template or slide show (PowerPoint) or AppleWorks) and stored on hard drive, Zip, floppy diskette, or LAN server.	Documents are translated into Portable Format with "hyper-links" between standards, artifacts, and reflections using Adobe Acrobat Exchange and stored on a hard drive, Zip, Jaz, CD-R/W, or LAN server.	Documents are translated into HTML, complete with "hyper-links" between standards, artifacts, and reflections, using a web authoring program and posted to a WWW server.	Portfolio is organized with a multimedia authoring program. Incorporating digital sound and video is converted to digital format and pressed to a CD-R/W or posted to WWW in streaming format.

***Scale rating**: 0=little or no technology to 5=sophisticated multimedia programs

Adapted From: http://transition.alaska.edu/www/portfolios/toosarticle.html#BM4

Management of Multiple Roles

The society of the 21st century is complex. Men and women are faced with the challenge of managing the roles of spouse, parent, community member, and wage-earner. Family leaders realize that role sharing, role flexibility, and development of support systems are needed to enjoy a desired pattern of living. More fathers are sharing the responsibility for household chores and child care, and more mothers working part-time or full-time are examples of role sharing and role flexibility. As couples try out new ways to handle work and family responsibilities, they discover that moving away from traditional roles is uncomfortable to them and may result in criticism and pressure from those close to them. Support and communication are necessary to help family leaders manage their roles.

Many individuals have no difficulty accepting multiple roles that are necessary because of a changing employment and family structure. Some individuals readily accept family members sharing both employment and homemaker roles. These shared roles may be referred to as integrated or egalitarian roles. Role integration is the lessening of the distinction of work roles for males and females. Role integration allows family members, regardless of sex, to do what needs to be done to maintain a positive, stable family life. Integration of roles is more likely to be successful when partners discover and use their strengths and interests. Communication and mutual support are needed to make role integration successful.

If role adjustments are not made, productivity at home and work can be affected. Lack of role adjustment can lead to frustration and dissatisfaction with family life. Persons must learn to balance the needs and responsibilities of their roles as an individual, a family member, and an employee. Each area may be competing with the others for time and energy.

Strategies for Resolving Role Conflicts

Specific strategies that can help maintain a balance between individual, work, and family life are as follows:

- **trade offs** – behaviors, activities, and responsibilities left undone to fulfill others. Making a trade off means deciding or being forced to spend time and energy on one activity over another and thus giving up another activity permanently or temporarily.
- **role priorities and role sharing** – clarify roles and decide which one is most important and how much time and energy to give to each one. Role sharing prevents role overload for one family member. It may occur with children who benefit by gaining a broader base of skills, developing independence, and gaining more nurturance from the parents. With role sharing, personal standards and expectations may have to be adapted. For example, standards for

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Strategies for Resolving Role Conflicts, cont'd.

a "clean" home may have to be altered. Extended family members, aides, house cleaners, and service people may have to assume some of these tasks.

- ◆ **role sharing success** – Give a task to someone, give instruction, monitor results, and change expectations of results of the completed task.
  - ☞Treat spouses as partners in management and communicate expectations and appreciation.
  - ☞Clarify the difference between helping out and taking responsibility.
  - ☞When one owns the task, the individual takes the responsibility of carrying it out.
  - ☞Teach children a wide variety of skills needed to maintain a household; do not rely on traditional gender role expectations for children.
  - ☞Allow time for training and transition when delegating new roles to family members.
  - ☞Recognize that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks.
  - ☞Realize that "no" and "wait" may have to be said to allow time for rest. It is only human for family members to expect everything to be done by the person who's always been doing it before and to not appreciate the doer.
  - ☞Review priorities and standards. Consider relationships versus household needs. Standards may have to be lowered to encourage ownership of tasks and to develop self-confidence in the doer.
  - ☞Communicate family priorities and expectations and standards often.
  - ☞People often have questions or concerns when changes are made. Part of being a "change agent" is being a teacher and helping family members realize how certain role sharing ideas are beneficial.
- ◆ **support** – Social support involves feelings of esteem, love, respect, and belonging we get from family, friends, co-workers, community, and society. These sources become one's social support network.
  - ☞At times of stress or change, social support networks can be helpful in helping one cope with changes.
  - ☞Helpful support may come from family and peers facing the same challenges.
  - ☞Social support networks and the esteem, support, and respect they furnish are helpful in making difficult changes in role fulfillment.

Source: Kansas State Department of Education, 1994. *Balancing Work and Family.* Used with permission.

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TA 22a

Self-Evaluation Checklist for Foodservice Employees

Categorized below are personal skills needed by foodservice employees. This will be useful for self-evaluation only. Answer the questions honestly. Compare the check list, then use it as a basis for self-improvement.

Directions: Read each question carefully. Place a check (✓) in the box which describes your behavior as a foodservice employee.

CHARACTERISTICS	**Most of the time**	**Sometimes**	**Seldom**
Appearance:			
1. Do you start the day with a smile?	☐	☐	☐
2. Do you check your appearance before leaving for work?	☐	☐	☐
3. Do you keep your clothing in good repair—no rips, missing buttons, or sagging hems?	☐	☐	☐
4. Does your clothing fit properly without being too tight or too loose?	☐	☐	☐
5. Is your hair clean and neatly arranged?	☐	☐	☐
6. Do you wear a hair net or cap, if required?	☐	☐	☐
7. Females, is your makeup used in moderation on a clean face, rather than over your old makeup?	☐	☐	☐
8. Males, are you clean-shaven or is your beard or moustache neatly trimmed?	☐	☐	☐
9. Are your teeth clean and is your breath fresh?	☐	☐	☐
10. Are your hands clean and nails neatly manicured?	☐	☐	☐

CHARACTERISTICS	Most of the time	Sometimes	Seldom
11. Do you use an effective deodorant?	☐	☐	☐
12. Do you refrain from using excessive cologne or perfume?	☐	☐	☐
13. Are your shoes clean, in good repair, and comfortable?	☐	☐	☐
Health:			
14. Are you in good physical health?	☐	☐	☐
15. Do you eat a balanced diet and get plenty of rest?	☐	☐	☐
16. Do you get adequate exercise?	☐	☐	☐
17. Do you avoid smoking?	☐	☐	☐
Communication:			
18. Do you speak in a pleasant manner and moderate tone?	☐	☐	☐
19. Do you have a reasonable command of the English language?	☐	☐	☐
20. Do you use good telephone manners?	☐	☐	☐
21. Do you take accurate messages?	☐	☐	☐
22. Do you listen carefully and attentively?	☐	☐	☐
Cooperation:			
23. Do you observe and obey rules and policies?	☐	☐	☐
24. Are you willing to do whatever job is assigned?	☐	☐	☐

TA 22c

CHARACTERISTICS	**Most of the time**	**Sometimes**	**Seldom**
25. Are you willing to do jobs or routine tasks not originally assigned to you?	☐	☐	☐
26. Are you flexible with changes and unexpected situations?	☐	☐	☐
27. Do you cooperate with your co-workers?	☐	☐	☐
28. Have you gained the friendship and respect of those with whom you work?	☐	☐	☐
29. Do you respect the authority of those for whom you work?	☐	☐	☐
30. Are you willing to work with someone in spite of a personality conflict?	☐	☐	☐
Courtesy:			
31. Are you pleasant while working?	☐	☐	☐
32. Are you courteous, polite, and patient with fellow employees and your supervisor?	☐	☐	☐
33. Are you courteous, polite, and patient to customers, students, or patients?	☐	☐	☐
34. Do you respect the desires, interests, and opinions of others?	☐	☐	☐
Dependability:			
35. Do you get to work on time?	☐	☐	☐
36. Do you miss work only when you are ill?	☐	☐	☐
37. Can you work without constant supervision?	☐	☐	☐

CHARACTERISTICS	Most of the time	Sometimes	Seldom
38. Do you stay at your assigned work station?	☐	☐	☐
39. Do you pay attention to instructions and carry them out accurately?	☐	☐	☐
40. Can your supervisor depend on you for high quality work?	☐	☐	☐
41. Are you able to work under pressure without becoming nervous, irritable, or inefficient?	☐	☐	☐
42. Can your employer depend on your loyalty and honesty?	☐	☐	☐
Self-Control:			
43. Are you loyal to your employer and place of employment?	☐	☐	☐
44. Can you accept criticism and remain friendly?	☐	☐	☐
45. Do you control your temper?	☐	☐	☐
46. Do you avoid talking back to your supervisor?	☐	☐	☐
Work Habits:			
47. Does your work meet the standards of the foodservice operation where you work?	☐	☐	☐
48. Do you work in a neat and orderly manner?	☐	☐	☐
49. Can you work without becoming bored or distracted?	☐	☐	☐
50. Are you careful and not wasteful in the use of food, supplies, and materials?	☐	☐	☐

CHARACTERISTICS	Most of the time	Sometimes	Seldom
51. Do you handle and use equipment carefully?	☐	☐	☐
52. Do you willingly accept and practice new or more efficient techniques?	☐	☐	☐
53. Are you prompt and efficient?	☐	☐	☐
54. Do you avoid wasting time?			
Initiative:			
55. Do you feel responsible for completing tasks assigned to you?	☐	☐	☐
56. Do you ask questions when you are not sure what is expected of you?	☐	☐	☐
57. Are you able to see what needs to be done without being told?	☐	☐	☐
58. Do you show leadership when you are in charge without being "bossy?"	☐	☐	☐
59. Do you use criticism as a basis for self-improvement?	☐	☐	☐

Observation: *Personal Skills for Foodservice Occupations*

Directions: Visit a local restaurant to observe personal skills demonstrated by foodservice staff. Complete the form by providing examples for each of the listed skills. Remember to note good qualities as well as those that may need improvement.

Note: DO NOT discuss observations during the dining experience and DO NOT make obvious notes in front of the staff.

1. Personal Appearance (i.e., hair, teeth, hands/fingernails, posture)

2. Personality (i.e., pleasant, courteous, enthusiastic, likeable)

3. Attitude (i.e., friendly, positive, appears to enjoy the work)

4. Forms of Communication (i.e., speaking, listening, nonverbal, and written)

T-Chart Template

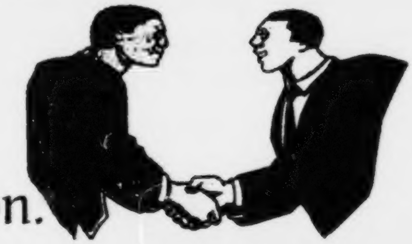
TA 25

HUMAN RELATIONS

Human relations is concerned with how effectively people deal with one another.

Human relations affect productivity, creativity, morale, and, ultimately, the success of the business.

SECRETS OF SUCCESS



☞ Be friendly.

☞ Create a good first impression.

☞ Demonstrate a sense of humor.

☞ Help make others feel important.

☞ Treat difficult people with tact and patience.

☞ Do your share of every job that comes along.

☞ Have confidence in yourself. When you value yourself as a person and as a worker, others will value you as well.

TA 26a

The Happy Customer

Directions: The following situations can be used in several ways. Choose the one you feel is most appropriate in foodservice.

1. Two men are having lunch at the restaurant where you work. Halfway through the meal, one of the men waves at you. You should:
   (a) smile and wave back.
   (b) think he just saw someone he knew.
   (c) go ask him if he needs anything else.
   (d) ignore him since you do not know him well enough to wave back.

2. A woman has just started eating her dinner at the restaurant where you work. Her iced tea glass is full and she seems to be enjoying her meal. You should:
   (a) sit down and have a glass of tea with her since she is alone.
   (b) do nothing for her right now since she does not seem to need anything.
   (c) ask if she is going to want dessert after her meal.
   (d) thoroughly clean the window right next to her table.

3. It is a busy night at the restaurant where you work. A man and woman come in to eat and sit at a corner booth that you normally do not pass very often. You should:
   (a) let them get your attention anyway since they can sense you are too busy to pass their booth very often.
   (b) ask them every two minutes if they need anything else.
   (c) ignore them totally since you are really too busy to service an out-of-the-way booth.
   (d) check with them several times and pass their booth often enough to see if it looks like they need anything.

4. Two of your friends come in to eat at the restaurant where you work. You should:
   (a) sit down and talk to them for as long as it takes for them to eat.
   (b) make sure they have everything they need just like all your other customers.
   (c) let them get whatever they need from the kitchen since they are your friends.
   (d) make sure they receive extra free portions of food and free desserts.

5. One of your customers seems to need something every time you turn around. First it was catsup, then it was steak sauce. After a few minutes, he needed more tea and another lemon wedge. You should:
   (a) get whatever he asks for quickly and cheerfully.
   (b) tell him you will get him anything he wants if he will only tell you everything at once.
   (c) ignore him if he tries to get your attention again.
   (d) refuse to get him anything else because you are tired.

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The Happy Customer, cont'd...

6. Your customers have finished their meal. They might want a dessert. You should:
   - (a) take them the check because they had a large meal and probably do not need dessert.
   - (b) say, "You must have a piece of our apple pie."
   - (c) ask if they would like to have a dessert.
   - (d) go ahead and take them a dessert you think they would like.

7. Your customers have finished their meal. You should:
   - (a) wait until they ask for their check.
   - (b) take them the check but say nothing.
   - (c) give the check to the cashier to give to your customers because you want to go home.
   - (d) give them the check if they do not need anything else and say, "Thank you."

8. Three women are having lunch at the restaurant where you work. One woman has drank all of her water, but the other two still have almost full glasses. You should:
   - (a) ask if you may refill the empty glass and as long as you are there, ask the other women if they would like more water, too.
   - (b) ignore the empty glass and let the woman call you if she needs more water.
   - (c) wait until all the glasses are empty so you can make one trip.
   - (d) wait until at least two of the glasses are empty so you can save your time and energy.

9. Two people come into the restaurant. The host seats them and gives each one a menu. You should:
   - (a) rush over as quickly as possible to take their orders.
   - (b) give the customers a chance to read the menu.
   - (c) not go to the table until the customers call you.
   - (d) wait for the host to take their orders.

10. During the lunch rush, a customer is seated in your section. The customer waves you over to tell you that she is in a big hurry and has only ten minutes to eat. You should:
    - (a) tell her to go to a fast food restaurant.
    - (b) explain to her that you are very busy and do not have time to listen to her problems.
    - (c) suggest menu items that are already prepared.
    - (d) tell her you can rush her order and hope that the cooks will get it out in time.

The Happy Customer

Answer Sheet

1. The correct answer is (c). Usually waving and similar hand movements are signs that the customer needs something else. It is possible that he might have seen someone he knew, but just to be safe, go and ask him if he needs anything else.

2. The correct answer is (b). She has just started her meal and seems to have every thing she needs. It is too early to ask her if she will have a dessert since she just started her meal. You are paid to work as a waiter or waitress, so you should *never* sit down to visit with customers. Heavy cleaning duties, such as cleaning windows, should be done during the hours that customers are not in the restaurant. Cleaning the window right next to the customer would put you in the customer's way and the smell of cleaning products would not be appetizing for the customer.

3. The correct answer is (d). You should never ignore your customers or make them have to get your attention every time they need something. However, asking them if they need something every two minutes is too often and might make them feel uncomfortable.

4. The correct answer is (b). You should treat your friends just like any other customer. You are paid to be a waiter or waitress, so you should not sit down to visit. No one, not even your friends, should have to go to the kitchen to get what they need. You should *never* give anyone free food.

5. The correct answer is (a). You should get whatever your customers need quickly and cheerfully. You should never threaten, ignore, or refuse the customer.

6. The correct answer is (c). You should always ask your customers if they would like to have dessert. You should not just take them a dessert you think they would like. Saying, "You must have a piece of apple pie," seems pushy.

7. The correct answer is (d). You should ask them if they will need anything else, and if they do not need anything else, give them the check and thank them. The customer should not have to ask for the check. You should always give them the check yourself and thank them.

The Happy Customer Answer Sheet, cont'd...

8. The correct answer is (a). You should refill the empty glass if the customer wants you to, and ask the others if they would like refills, too.

9. The correct answer is (b). You should give the customers a chance to read the menu and make their decisions. You should, however, be aware and go to the table before the customer has to call you. You should be the one to take the order, so you would not wait for the host or hostess to take the order.

10. The correct answer is (c). You should suggest menu items that are already prepared. Other suggestions would be to move the customer to another area of the restaurant where the service can be given more quickly (such as the counter); provide beverages and salads immediately; offer to bring dessert with the main course; and suggest take out (if available).

"Jeopardy" Game Instructions

1. Use questions and answers written on 3" x 5" cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3" x 5" cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points. Write the point value on the front of the card (along with the answer).
3. Form teams of 3 to 4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.

6. All team responses must be given in the form of a question. For example, you say, "providing their children with proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to the physical development of their children?"
7. If the first team to respond gives the correct answer, it receives the point value for that item. If the team answers incorrectly, then the point value is subtracted from its score and another team is give the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.

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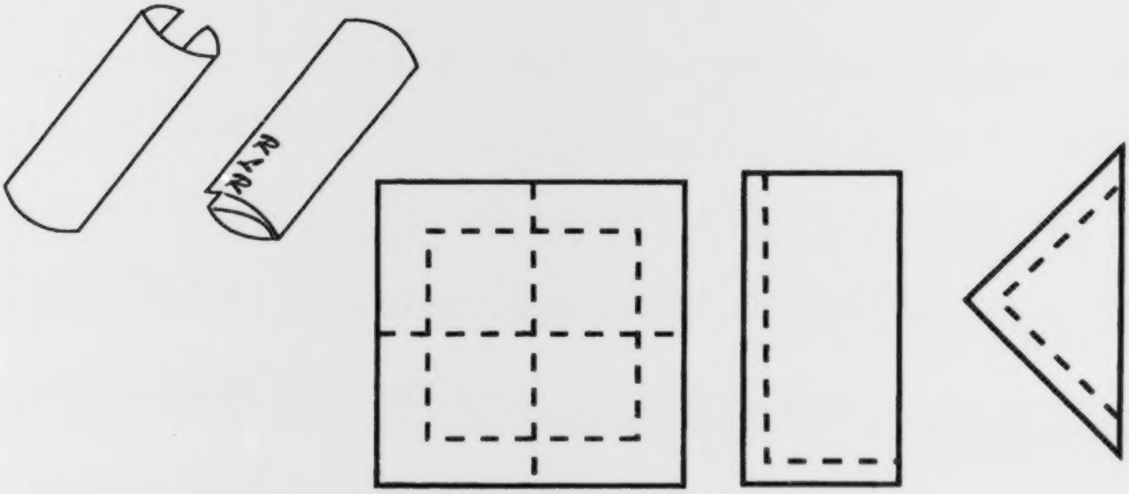
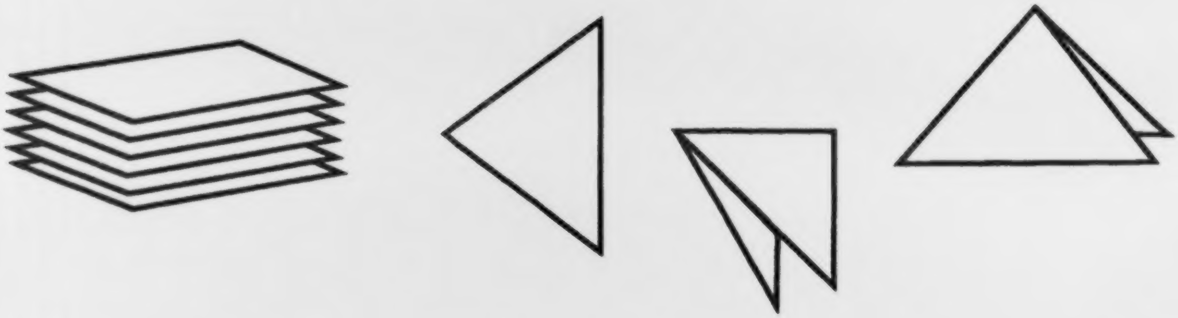
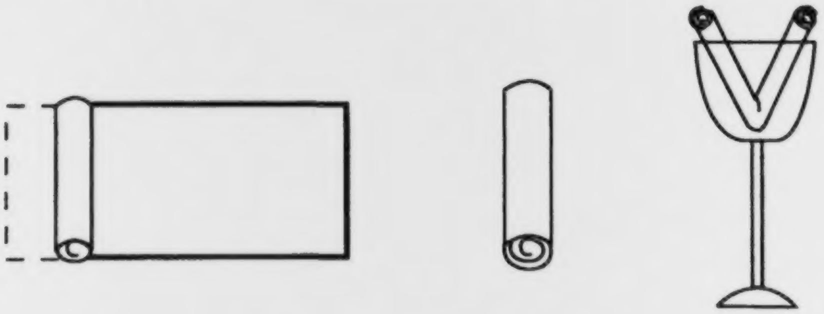
Simple Napkin Folds







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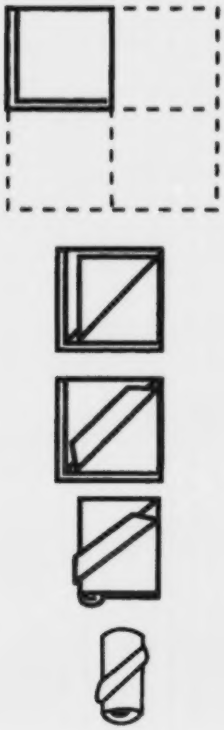
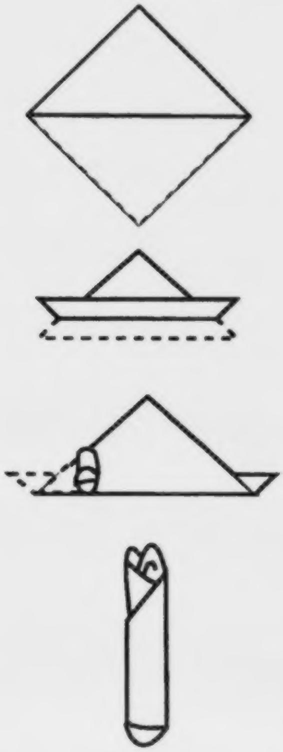
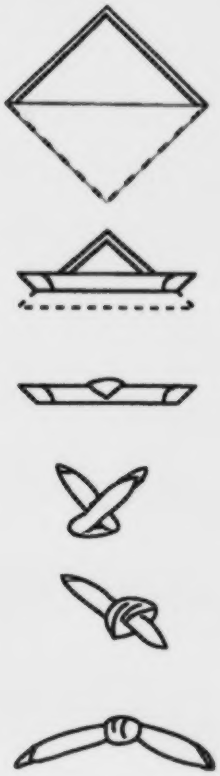
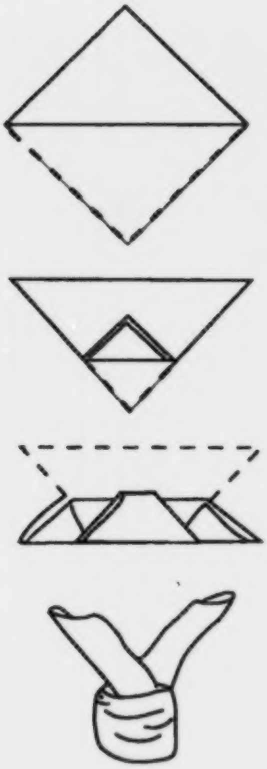
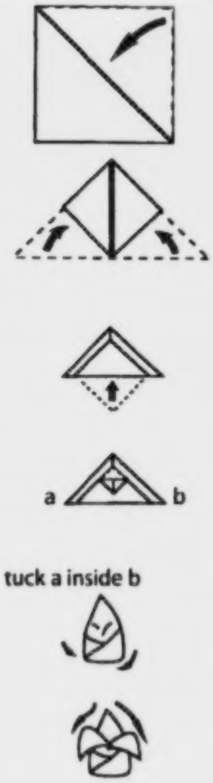
Elaborate Napkin Folds










a
b
tuck a inside b

Sample Guest Check

Date	Waitperson	Station/ Table #	No. in Party	10406A

Subtotal	
+ Tax	
Total	

Ten Rules for Table Service

1. Serve all food from left, unless incovenient for guest.
2. Serve all beverages from right. Fill water glasses 2/3 to 3/4 full.
3. Clear from right. Unless instructed to clear from left.
4. Do not stack plates or scrape plates in front of guests.
5. Never leave a guest's place bare. One course should follow another.
6. When replacing one course with another, remove from right with right hand, serve left with left hand.
7. Serve hot foods first, then cold foods.
8. Serve everyone in the party the same course at the same time.
9. Fill water and beverage dishes, replace cutlery, clear away side dishes, bring bread, and empty ashtrays before being asked.
10. Bread and side dishes should always be removed before dessert is brought.

Steps for Removing Dishes from Occupied Tables

1. When ready to clear a course (all guests have finished), stand at the right of the first diner.

2. Extend the right hand to the diner's right and grip the plate. Leave the flatware on it. Place the index and middle fingers under the plate and the thumb tightly clasped on the top of the plate. Withdraw the plate around the guest.

3. Transfer the plate to the left hand, using the same grip.

4. Place forks next to each other on the plate, turned outward.

5. Place the knife under the bridge (curved part) of the fork with the sharp edge turned outward.

6. Still holding the first plate, remove the second plate from the second diner in the same manner.

7. Place the second plate on the lower left forearm. Support the plate at three points: lower forearm (not wrist), the thick part of the thumb of the left hand, and the upturned little and ring fingers of the left hand.

8. Remove the knife and fork from the second plate to the first. Place them next to the original flatware.

9. Stack the first plate on top of the second plate and hold it in the left hand. Continue using this procedure around the table, but place plates on a tray or cart when they begin to get too heavy.

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TA 33

Clearing Dishes from a Vacant Table

1. Use trays or carts to save steps and decrease amount of time spent on the task.
2. Pick up glassware by the base, utensils by the handle, and plates by the rim.
3. Put heavy dishes on the tray first and toward the center.
4. Separate flatware and pile it on one side of the tray with all handles turned in one direction.
5. Place cups, bowls, cream pitchers, and teapots on top of plates, nestled securely.
6. Place water glasses in one section. Cocktail glasses are placed on a separate tray.
7. Do not overload the tray and be sure the weight is evenly distributed.

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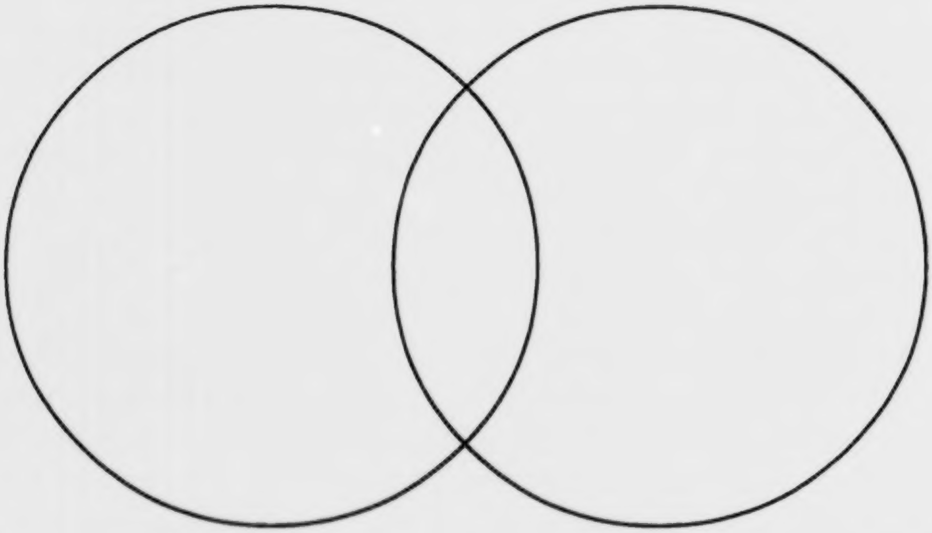
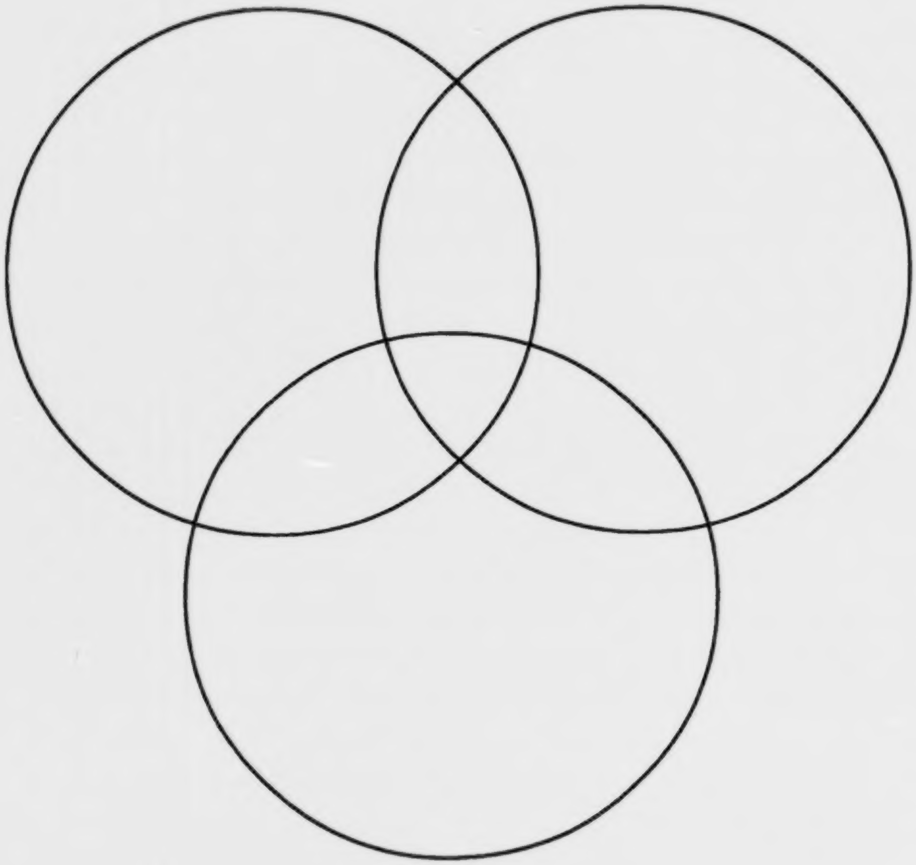
TA 34

Venn Diagram





TA 35

Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic; inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Family and Consumer Sciences Education Association (1994). *How do we know they know?* Publication# A261-08482 ISBN 0-911365-35-4

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted Adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used, or graphics do not relate to text

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Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

Source: Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory. Used with permission.

Catering Services Worksheet

Directions: Follow teacher instructions on performing an Internet search using the words *catering services*. Locate a catering service. Print out the homepage and attach it to this worksheet. Using information found at the Web site, answer the following questions.

1. Name of the Catering Service:

2. Nature of the Business: (e.g., weddings, vending machines)

3. Background on the Business: (i.e., how the business was started, mission statements, goals)

4. Types of Services Offered:

5. Examples of Menus:

6. Employment Opportunities:

7. Other Information:

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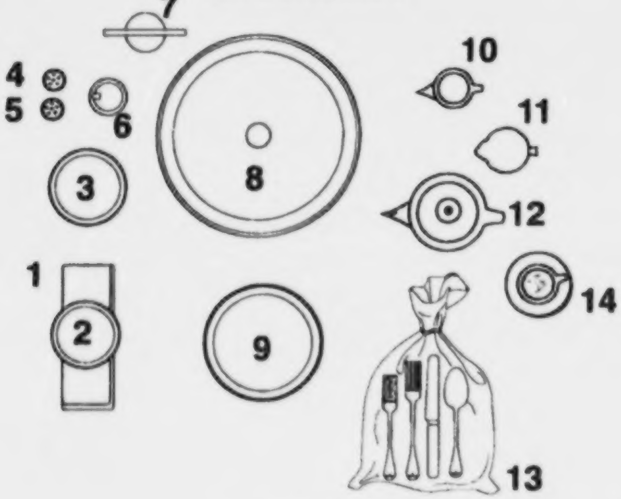
Place Settings for Tray Service

The diagrams below illustrate typical breakfast and dinner place settings for tray service.

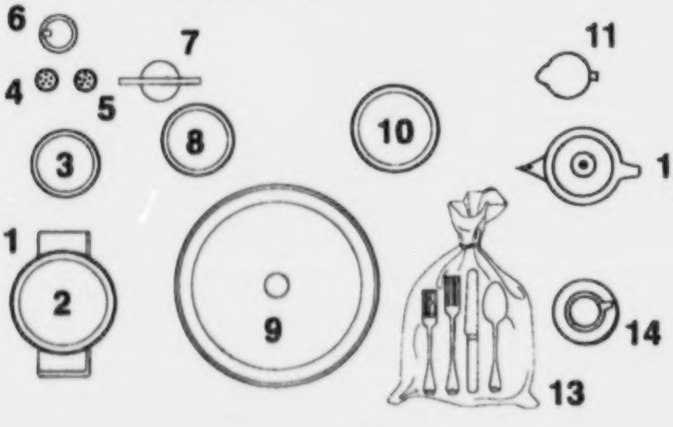
1. Napkin
2. Bread and Butter Plate
3. Cereal Bowl
4. Salt
5. Pepper
6. Sugar
7. Tray Card Holder
8. Main Plate with Cover
9. Fruit Plate
10. Creamer
11. Milk
12. Beverage Pot
13. Sacked Silverware
14. Cup and Saucer

Breakfast



Dinner

1. Napkin
2. Salad Plate
3. Bread and Butter Plate
4. Salt
5. Pepper
6. Sugar
7. Tray Card Holder
8. Vegetable Dish
9. Main Plate with Cover
10. Dessert Plate
11. Milk
12. Beverage Pot
13. Sacked Silverware
14. Cup and Saucer



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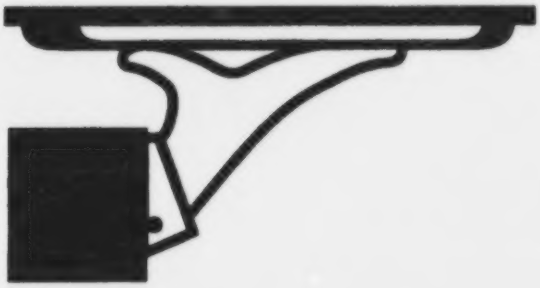
Setting Up the Tray

In setting up the trays, one of several methods may be used depending on the organization of the dietary or foodservice establishment in which you are working. The following items are placed on the tray regardless of the assemble method used:

- √ Tray cover (liner)
- √ Tray card
- √ Napkin
- √ Salt, pepper, sugar, if used (these items may be packaged)
- √ Cup and saucer or beverage glass
- √ Bread and butter plate (if used)
- √ Flatware
- √ Cold foods
- √ Hot foods

The tray or menu card in a hospital, health care facility, or nursing home should give the following information:

- ⇒Patient's name and room number
- ⇒Type of diet for special foods
- ⇒Food items



Standards for Tray Service

Certain standards should be observed for setting up and serving trays. Basic principles of tray service ensure that the food served is attractive and palatable and that it meets the expectations of patients or customers.

Principles of Tray Service

As in all other foodservice operations, care should be taken to ensure that when food is received it is …

Attractive.

- Tray cover is spotless and suitable for the size of the tray.
- Size of the tray and dishes are proportionate to the size of the meal being served (example: a glass of milk by itself on a large tray looks lost).
- Flatware, tableware, and glassware are spotlessly clean. Tableware and glassware must be free of chips or cracks.
- Colors of all accessories on the tray harmonize and create a pleasing effect.
- Food portions are arranged neatly and attractively on plates and in dishes and bowls.

Palatable.

- Trays are served promptly with hot foods hot and cold foods cold.
- If delays are necessary, precautions must be taken to ensure that the food is of high quality when it is delivered to patients or customers.

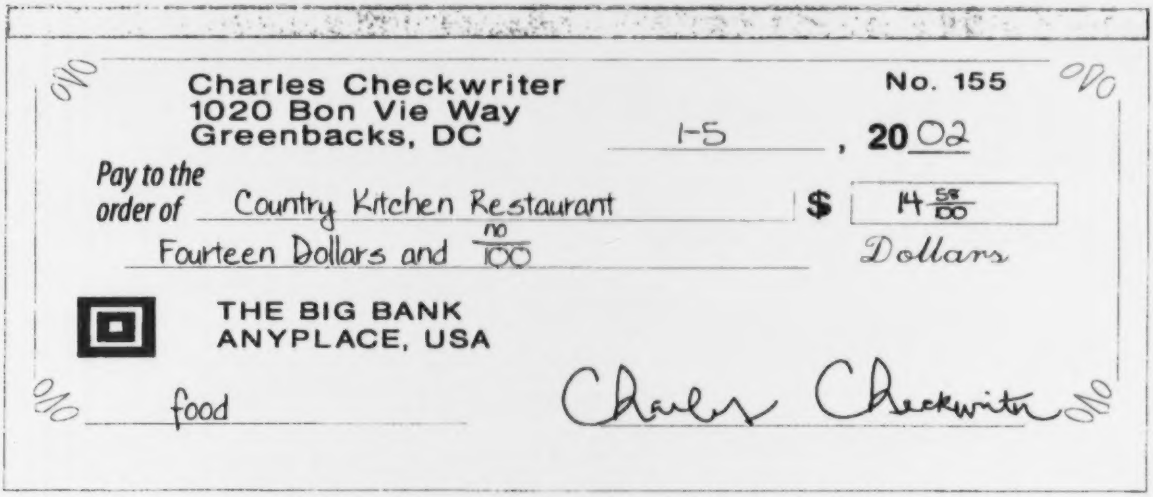
Arranged on plates in a consistent order.

- This enables those who check trays to see quickly whether all items called for on the diet are provided and no extra items are included.

TA 41a

Check These Checks

Directions: Circle the mistakes on the following checks.



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 155

1-5 , **20**02

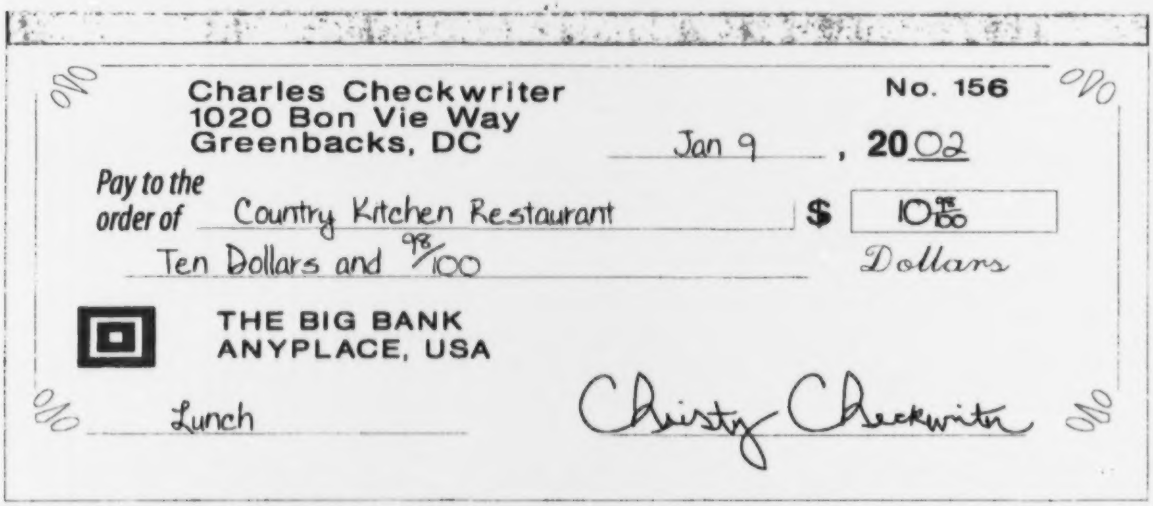
Pay to the order of Country Kitchen Restaurant **$** 14 58/100

Fourteen Dollars and no/100 *Dollars*

THE BIG BANK
ANYPLACE, USA

food

Charles Checkwriter



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 156

Jan 9 , **20**02

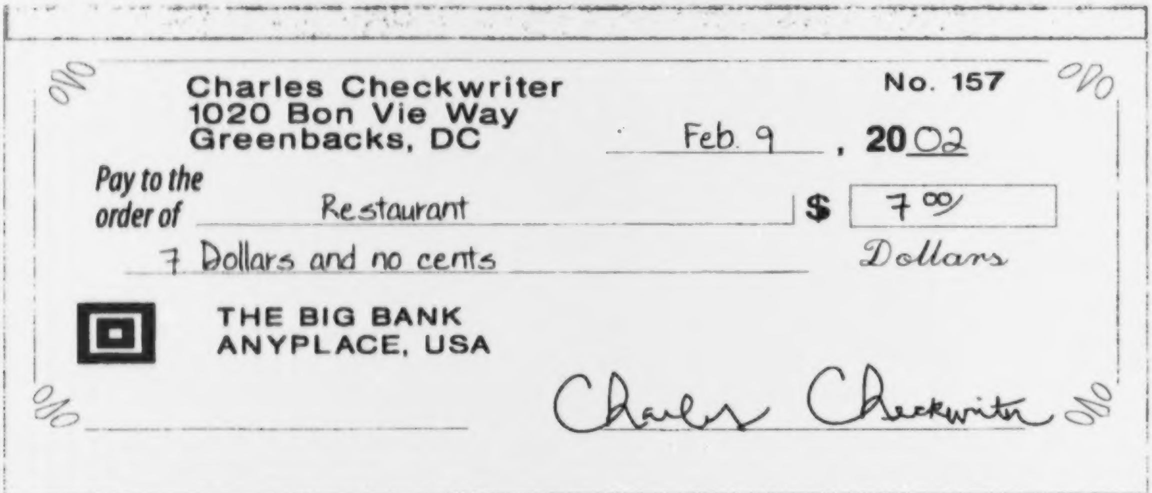
Pay to the order of Country Kitchen Restaurant **$** 10 98/100

Ten Dollars and 98/100 *Dollars*

THE BIG BANK
ANYPLACE, USA

Lunch

Christy Checkwriter



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 157

Feb. 9 , **20**02

Pay to the order of Restaurant **$** 7 00/

7 Dollars and no cents *Dollars*

THE BIG BANK
ANYPLACE, USA

Charles Checkwriter

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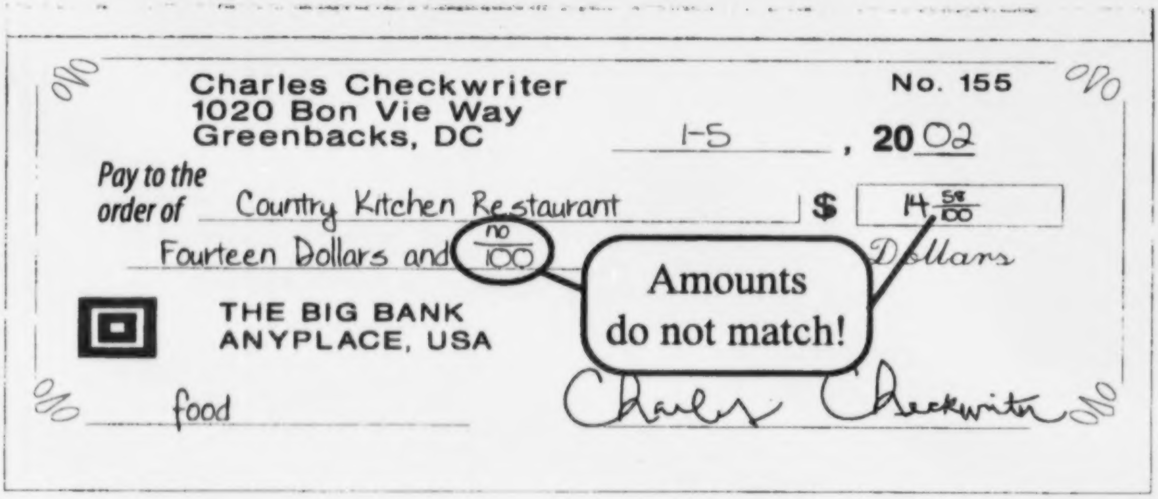
TA 41b

Check These Checks
Answer Sheet



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 155

1-5, **20**02

Pay to the order of Country Kitchen Restaurant **$** 14 58/100

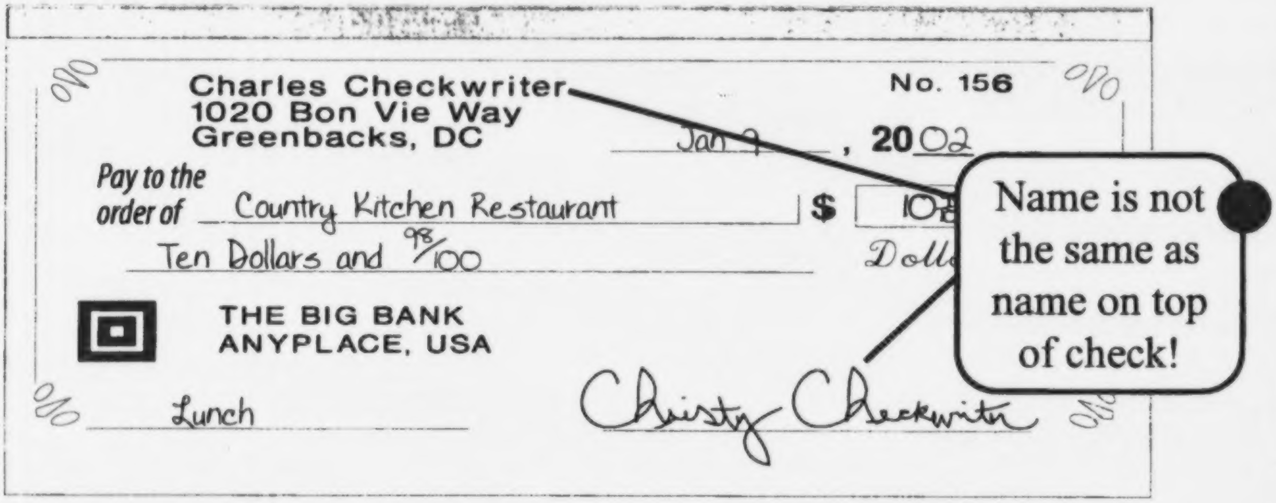
Fourteen Dollars and no/100 *Dollars*

THE BIG BANK
ANYPLACE, USA

food

Charles Checkwriter

Amounts do not match!



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 156

Jan 9, **20**02

Pay to the order of Country Kitchen Restaurant **$** 10 98/100

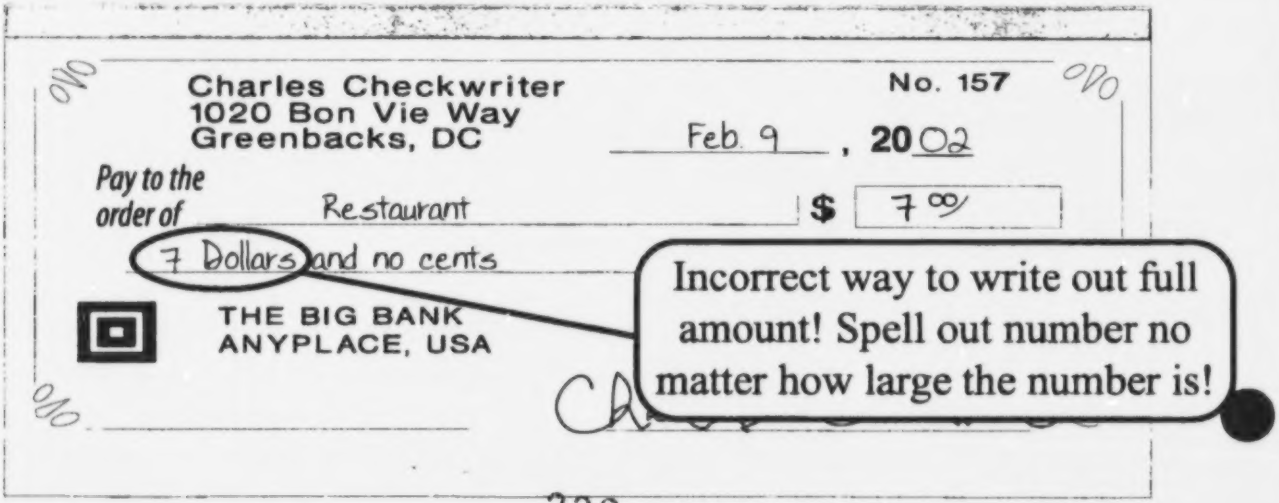
Ten Dollars and 98/100 *Dollars*

THE BIG BANK
ANYPLACE, USA

Lunch

Christy Checkwriter

Name is not the same as name on top of check!



Charles Checkwriter
1020 Bon Vie Way
Greenbacks, DC

No. 157

Feb. 9, **20**02

Pay to the order of Restaurant **$** 7 00/

7 Dollars and no cents

THE BIG BANK
ANYPLACE, USA

Incorrect way to write out full amount! Spell out number no matter how large the number is!

BEST COPY AVAILABLE

What Is a Hazardous Substance?

Definition. A hazardous substance is any chemical or material that can harm the body. Harm can occur either at the time of exposure or later. Hazardous substances may be solids, liquids, gases, dusts, vapors, or fumes.

Toxicity of the substance. ***Toxicity*** is the extent to which a substance will cause harmful effects.

Chemical make-up. Certain substances are naturally more hazardous than others because of their chemical ingredients or structure.

Dose or amount. The amount of a substance to which an individual is exposed affects the chemical's degree of hazard.

Type of exposure. A substance can enter the body through the skin, through the eyes, by breathing it into the lungs, or by swallowing it. Each of these routes of entry may cause a different type of effect.

Combination of substances. Sometimes two or more substances can react with each other to produce new substances or new effects. These may have properties different from those of the original chemicals and could be more hazardous. This effect is called synergism. An example is mixing chemicals, such as bleach and ammonia, that can create toxic fumes.

Personal susceptibility. Individuals may have personal traits that put them more at risk. These can include diet, smoking, genetic tendency, sensitization or allergy to a particular substance, and pregnancy.

Material Safety Data Sheet

1. Identifying Information:
   - Name, address, and phone number of the manufacturer, importer, or responsible party preparing or distributing the MSDS.
   - Name of the chemical, including any trade names and common names of the substance or its ingredients that have been determined to present a hazard. Also listed is the concentration of the chemical that represents safe exposure.

2. Physical and Chemical Characteristics:
   - Physical data describes the chemical's appearance, odor, and evaporation rate. The evaporation rate at room temperature is known as ***percent volatile***.
   - Chemical characteristics include the boiling point and the pH level of the product. The pH level is useful in comparing and selecting the appropriate products for cleaning and laundry.

3. Physical Hazards:
   - Flammability. This data describes the flash point of a chemical. ***Flash point*** is the lowest temperature at which a chemical will evaporate enough to ignite from a spark. Flash point below 100°F is flammable, flash point above 100°F is combustible, and flash point below room temperature (70°F) is dangerous.
   - Extinguishing media. The approved fire fighting method, such as water spray, foam, or other type of fire extinguisher, must be provided.
   - Unusual hazards or special fire fighting procedures are described.
   - Reactivity. In the reactivity data section, the ability of the chemical to react with other materials or conditions is noted. The chemical is described as stable or unstable. This refers to environmental conditions, such as heat or direct sunlight, that might cause a dangerous reaction. Conditions that might cause the chemical to change characteristics are listed. Materials that might cause the chemical to burn, explode, or release dangerous gases are discussed. These materials are said to be incompatible with the chemical. In addition, this section provides possible gases that might be released.

4. Health Hazards:
   - The section on health hazards lists signs and symptoms of overexposure, such as a skin rash, burn, headache, or dizziness.
   - Any medical conditions that might be aggravated by exposure to the chemical, such as asthma, will be mentioned in this section. This section points out whether or not the product has been found to produce cancer or birth defects. This is information that employees using the product have a right to know.

5. Primary Route(s) of Entry:
   - The primary routes of ingestion or how the product normally enters the body will be mentioned. Products can enter the body through the skin (dermal), through inhalation (nose/breathing), or through ingestion (mouth).

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Material Safety Data Sheet, cont.

6. OSHA Permissible Exposure Limit (PEL), Threshold Limit Value (TLV), or any other exposure limits used or recommended when available:
   - The ***permissible exposure limit (PEL)*** is the maximum exposure limit specified by OSHA and is legally binding.
   - The ***threshold limit value (TLV)*** is based on the level to which a person can be subjected for eight hours a day and 40 hours a week without experiencing any side effects. The TLV is the maximum limit recommended by professional health scientists, but it is not legally binding according to OSHA regulations.

7. Precautions for Safe Handling:
   - Procedures for cleanup of spills and leaks. This section explains the steps to take if a spill or leak occurs. In case of a spill or leak, employees should notify the supervisor immediately.
   - Protective measures. Protective items, such as gloves, safety goggles, respirators, or other protective clothing, may be required before beginning cleanup procedures.
   - Safe disposal procedures for the chemical are listed in this section also.
   - Special precautions. Additional precautions to follow when handling the chemical may include additional labeling information, storage temperatures, safety signs that should be posted, or any other special equipment or supplies needed for safe handling and use.

8. Control Measures:
   - Personal protective equipment. This section lists protective clothing and equipment required for safe handling of the chemical. Protective clothing includes eye goggles, gloves, and face masks.

9. Emergency and First Aid Procedures:
   - First aid and emergency procedures for treating overexposure are outlined. For example, skin exposed to certain chemicals should be flushed under running water for fifteen minutes.

10. Date of preparation or the last change made to the MSDS.

11. Name, address, and telephone number of the chemical manufacturer, importer, employer, or other responsible party preparing or distributing the MSDS, who can provide additional information on the hazardous substance and appropriate emergency procedures, if necessary.

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TA 44

EMERGENCY PROCEDURES

CHOKING ON A BEVERAGE OR FOOD

MINOR CUT

SEVERE CUT

FIRST-DEGREE BURN

SECOND-DEGREE BURN

THIRD-DEGREE BURN

BRUISE

TA 45

First Report of Injury

1. IMMEDIATELY AFTER INJURY, COMPLETE AND SEND ONE COPY TO THE MANAGER

2. Department Name ______________________________

3. Name of injured ______________________________ Social Security __________

4. Address ______________________________ City __________ Zip __________

Telephone ______________ Emergency contact and No. ______________

5. Speaks English Yes ☐ No ☐

6. Age _____ Sex _______ Marital Status _____ Minor Children No. _____

7. Occupation when injured ______________ Regular Occupation? Yes ☐ No ☐

8. How long employed __________ Paid by (a) Month ☐ (b) Hour ☐

(c) Hours per day __________ (d) Days worked per week ______________

(e) Hourly wage __________ (f) Monthly wage __________

(g) If work schedule is other than Monday through Friday, attach a copy of work schedule.

9. Number of hours of sick leave credited to employee on day of injury __________

10. Date of injury: Month _______ Day ____ 20____ Day of week _________ Hour of day ____

11. First day unable to work: Month _______ Day ____ 20____

12. When did supervisor or employer first know of injury? Date ______________

13. Name of Supervisor ______________________________

14. Place where accident occurred (a) Building area __________ (b) State __________

(c) City __________ (d) County __________ (e) Zip __________

Did accident occur on premises? Yes ☐ No ☐

Did accident occur at regular place of employment? Yes ☐ No ☐

15. Describe fully how accident occurred; state what employee was doing when injured __________

16. Was accident caused by injured's failure to use or observe safety appliance or regulation? Yes ☐ No ☐

(a) Name the safety appliance or regulation provided ______________

(b) Was it in use at the time? ______________

17. If injury was caused by machine, tool, etc.—give name thereof ______________

18. Names and addresses of witnesses ______________

19. Describe injury or illness in detail ______________

(a) Indicate part of body affected ______________

20. Name and address of physician ______________

21. Name and address of hospital ______________

22. Probable length of disability ______________

23. Has injured returned to work, if so, date ______________ (If no, file a supplemental report of injury when the employee returns to work)

24. Any change in wage or occupation due to injury ______________

25. If injured has died, give date of death:

Date of this report ________ Name of person completing report __________ Phone No. ________

Signed by ______________________ Official Title ______________

TA 46

Well-Groomed Employees

Are	Are Not

TA 47

Well-Groomed?

Directions: Each of the following scenarios involves a foodservice employee who has either a good or a poor grooming habit. Decide whether each employee's grooming habit is appropriate or inappropriate for the workplace.

1 Kim usually shaves each morning before going to work at the Sand Dollar Restaurant as a waitstaff person. Today, he did not think he had time to shave, so he looks somewhat "scruffy."

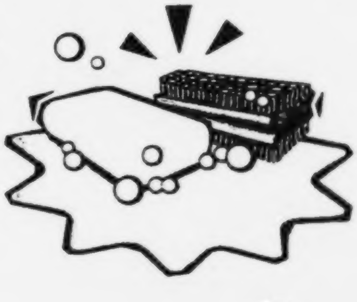
2 Leticia is the hostess at a major restaurant. She decided to wear a yellow midriff shirt with jeans to work instead of the required khaki pants and polo shirt she usually wears.

3 Joe forgot to use deodorant after showering today. However, Joe says it is okay since he used deodorant yesterday.

4 Dan, a busperson at Wiley Cafeteria, has not washed his hair or showered in a couple of days. He says it is okay because he is the one cleaning up after the customers.

5 Maggie is in the kitchen as an assistant to the sous chef. She really enjoys her new look, which includes dark eyeshadow, bright blush, and dark lipstick. Her lime green nail polish is really cool looking.

6 Maria works as a cashier at a local restaurant. She is wearing several rings on her fingers as well as three sets of earrings. She is also wearing several bangle bracelets.



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TA 48

Sanitary Method of Handwashing

1. Use water as warm as the hands can comfortably stand.

2. Moisten the hands and apply a disinfectant soap. Lather well beyond the wrists as far as needed to remove dirt and soil.

3. Rub hands together briskly for about 20 seconds.

4. Pay careful attention to the areas between the fingers, knuckles, and around the nails. Use a brush for cleaning under the nails.

5. Rinse hands thoroughly under running water. Allow the water to flow from above, down the fingertips. This rinses contaminants off the hands rather than up the arms.

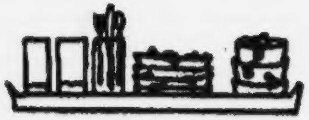
6. Dry hands and wrists thoroughly with a sanitary single-service towel or hot air dryer. Dispose of the paper towel in a provided container.

7. Do not touch anything that could contaminate your hands before returning to work.

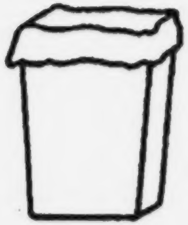
8. Wash your hands often enough to keep them clean at all times.

Precleaning Dishes

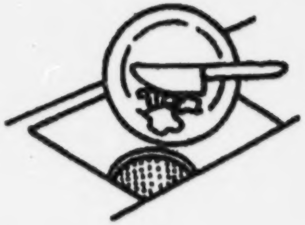
1. Gather dirty dishes.



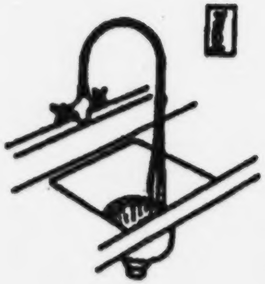
2. Put paper in trash can.



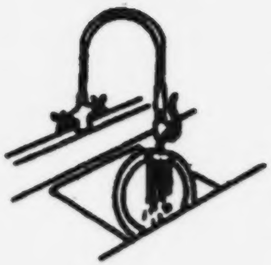
3. Scrape dishes into garbage disposer.



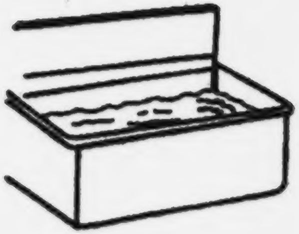
4. Run garbage disposer.



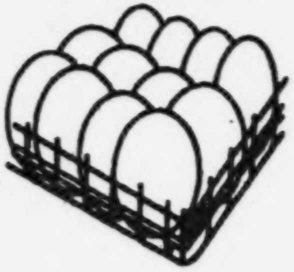
5. Rinse the dishes.



6. Presoak dishes if needed.



7. Rack dishes.



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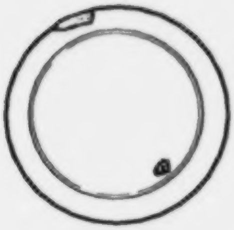
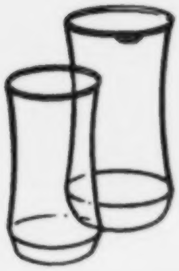
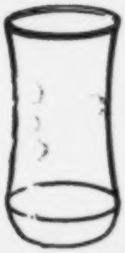
Dishes That are Sanitary are Free From...



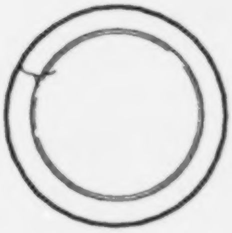
visible soil, such as dried foods.



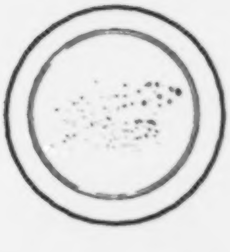
stains, such as coffee, tea, and lipstick.



greasy film.



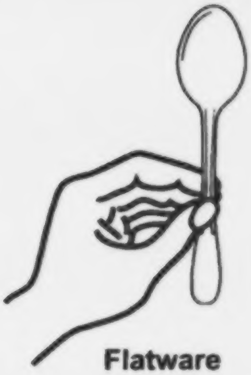
cracks and chips that harbor bacteria.



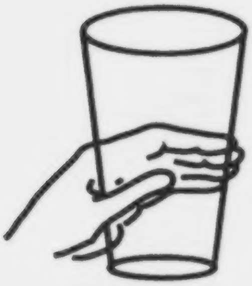
bacteria.

TA 51

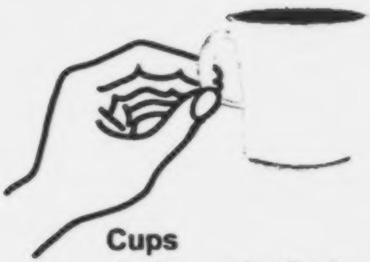
Handling Clean Dishes



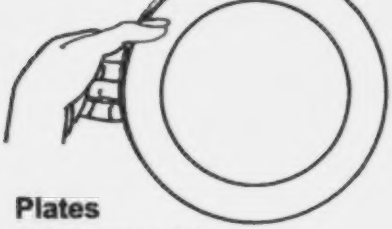
Flatware
Carry flatware
by the handle.



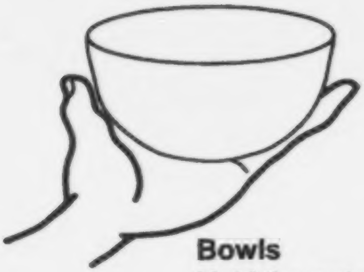
Glassware
Hold glasses at the base.



Cups
Hold cups by the handle.



Plates
Hold plates by
the rim only.



Bowls
Hold the outer area
of the bowl only.

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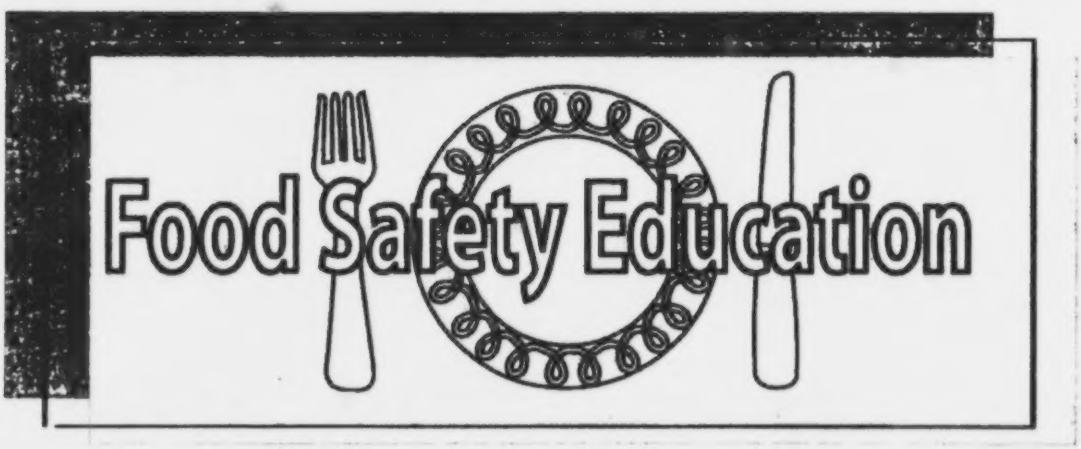

- ⇒ Salmonella as a foodborne illness
- ⇒ Botulism as a foodborne illness
- ⇒ E. coli as a foodborne illness
- ⇒ Contamination of food from a foreign chemical
- ⇒ Integrated plant management
- ⇒ Toxic metal contamination
- ⇒ Food contamination by careless foodservice workers
- ⇒ Other topics

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Food Safety and Sanitation Web Sites

- U.S. Food and Drug Administration
  www.fda.gov
- U.S. Food and Drug Administration Center Food Safety and Applied Nutrition
  www.cfsan.fda.gov
- U.S. Department of Agriculture Food Safety and Inspection Service
  www.fsis.usda.gov
- U.S. Department of Agriculture Foodborne Illness Education Information Center
  www.nal.usda.gov/fnic/foodborne/foodborn.htm
- Centers for Disease Control and Prevention
  www.cdc.gov
- Centers for Disease Control and Prevention Division of Bacterial and Mycotic Diseases Food Safety Initiative
  www.cdc.gov/foodsafety
- U.S. Environmental Protection Agency
  www.epa.gov
- Gateway to Government Food Safety Information
  www.FoodSafety.gov
- Partnership for Food Safety Education Fight BAC!™ Store
  www.fightbac.org
- American Council on Science and Health
  www.acsh.org
- Council for Agriculture Science and Technology
  www.cast-science.org
- Integrated Food Safety Information Delivery System
  www.profoodsafety.org

- Food Safety Technology Council
  www.foodsafetycouncil.com
- International Food Information Council
  www.ific.org
- Iowa State University Extension Service–Food Safety Project
  www.extension.iastate.edu/foodsafety/
- National Food Safety Database
  foodsafety.ifas.ufl.edu

TA 54

Hot & Cold Holding Temperatures

All potentially hazardous foods, except those prepared for immediate consumption by the patron, shall be maintained in such a fashion as to prevent the growth or development of bacteria. When holding foods for service, such as on a buffet line, always remember to keep hot foods hot and cold foods cold. Hot-holding equipment must be able to keep foods at a temperature of 140°F or higher, and cold-holding equipment must be capable of keeping foods at a temperature of 41°F or colder.

Hot-Holding Guidelines

When holding hot foods for service, observe the following guidelines:

- Stir the food at regular intervals, as it will help distribute heat evenly throughout the food.
- Keep the food covered as long as covering will help retain heat and eliminate potential contaminants from falling into the food.
- Use a food thermometer to measure the food's internal temperature every two hours.
- Discard any hot food after four hours if it has not been maintained at a temperature of 140°F or higher.

Other safety precautions regarding hot-holding foods include never using hot-holding equipment to reheat foods. Foods to be reheated should first be heated to an internal temperature of 165°F and then transferred to the hot-holding equipment. Also, never mix freshly prepared food with foods being held for service as this practice can result in contaminated foods.

Cold-Holding Guidelines

When holding cold foods for service, the following guidelines can help prevent food-related illnesses:

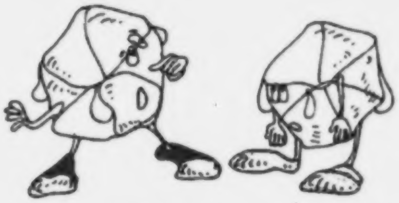
- Protect all foods from possible contamination by covering them or using food shields.
- Use a food thermometer to measure the food's internal temperature every two hours, and take corrective action whenever the temperature of a cold food item goes above 41°F.
- Never store food items directly on ice. All food items, with certain exceptions, should be placed in pans or on plates when displayed. Ice used on a display should be self-draining, and all pans and plates should be sanitized after each use.

Whenever you are dealing with questionable hot and cold-holding practices, always resolve the issue in favor of food safety. It is better to discard potentially hazardous foods than risk your customer's health or safety. One way to avoid discarding too much food is to prepare and cook only as much food as you will use in a short period of time.

For more information about operating a food establishment,
contact your local health department.

Source: Integrated Food Safety Information Delivery System.
www.profoodsafety.org

Cooling Methods



The Food Code requires that all cooked foods not prepared for immediate service shall be cooled as quickly as possible to eliminate the possibility of bacteria development. There are two methods to cool potentially hazardous foods: the two-stage method (preferred) and the one-stage method.

- The two-stage method reduces the cooked food's internal temperature in two steps. The first step is to reduce the temperature from 140°F to 70°F within two hours of preparation and from 70°F to 41°F or colder within an additional four-hour period. Total cooling time should never exceed six hours.

- The one-stage method is designed to reduce the cooked food's internal temperature from 140°F to 41°F or colder within four hours of preparation. This method should only be used if the food is prepared from ingredients at ambient temperature, such as reconstituted foods and canned tuna.

When deciding how best to cool potentially hazardous foods, keep in mind the following factors:

- The size or amount of food being cooled;
- The density of the food–a broth is less dense than a casserole; and
- The container in which the food is being stored–shallow pans cool faster than deep pans.

In order to facilitate the rapid cooling of cooked foods, the following methods are recommended by the Food Code:

- Placing the food to be cooled in shallow pans;
- Separating the food to be cooled in smaller or thinner portions;
- Using rapid cooling equipment, such as "blast chillers;"
- Stirring the food to be cooled in a container placed in an ice bath;
- Using containers that facilitate the transfer of heat;
- Adding ice as an ingredient to the cooked food; or
- A combination of the above methods.

The most important thing to remember about cooling foods is that the temperature of all cooked foods should be reduced to 41°F or colder as quickly as possible. The cooling time, however, should never exceed the maximum time allowed for the selected method (either four hours for the one-stage method or six hours for the two-stage method). Simply placing a cooked food item in a refrigerator to cool may not be sufficient to reduce the threat of bacterial growth. In addition, a warm or hot food item placed into a refrigerator may actually raise the temperature inside the unit and jeopardize the safety of other stored foods. Once the food item has been properly cooled, it should be stored properly–covered and labeled with the date the product was prepared. When preparing foods using cooked ingredients, always use the older products first.

For more information about operating a food establishment,
contact your local health department.

Source: Integrated Food Safety Information Delivery System.
www.profoodsafety.org

How to Safely Thaw Frozen Foods

In the refrigerator: This is the safest method for all foods, particularly large foods like turkeys or roasts. Foods are removed from frozen storage and placed in the refrigeration unit at a temperature of 41°F (5°C) or less.

Under cold running water: The food can be submerged under running potable water at a temperature of 70°F (21°C) or less. (The water should be running fast enough to wash away any loose food particles.) Clean and sanitize the sink before and after using this method.

In the microwave: Food may be thawed in the microwave only if it will be cooked immediately afterward. Microwave thawing can actually start cooking the product, so do not use this method unless the food will be cooked immediately. This method cannot be used for thawing large items.

As a part of the cooking process: Food may be thawed as part of any cooking procedure as long as the product reaches the required minimum internal cooking temperature. Hamburgers can go directly from the freezer to the grill without being thawed first.

Source: International Food Safety Council.

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Nutrition Label

Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving
Calories 90 Calories from Fat 30

	% Daily value*
Total Fat 3g	**5%**
Saturated Fat	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Vitamin A	80%	•	Vitamin C	60%
Calcium	4%	•	Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Nutrition Facts Title
The title "Nutrition Facts" signals the nutrition information.

Serving Size
Similar food products have similar serving sizes to make it easier to compare foods. Serving sizes are based on amounts people typically eat.

Energy
Lists total calories and calories from fat.

Label Information
The nutrient list covers those most important to your health. Some of this information may have been on older labels, but it is now required.

%Daily Value
%Daily value shows how a food fits into a 2,000 calorie reference diet. Consumers can use %Daily Value to compare foods and see how the amount of a nutrient in a serving of food fits in a 2,000 calorie reference diet.

Vitamins and Minerals
Only two vitamins, A and C, and two minerals, calcium and iron, are required on the food label. A food company can voluntarily list other vitamins and minerals in the food.

Daily Values Footnote
Daily Values are the label reference numbers. These numbers are set by the government and are based on current nutrition recommendations. Some labels list the daily values for a daily diet of 2,000 and 2,500 calories. Your own nutrient needs may be less than or more than the Daily Values on the label.

Calories Per Gram Footnote
Some labels tell the approximate number of calories in a gram of fat, carbohydrate, and protein.

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TA 58

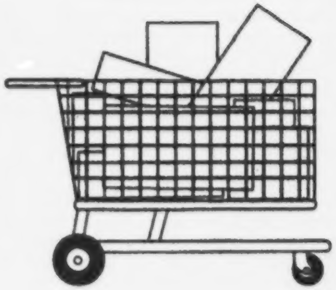
Institutional Foodservice Agencies and Programs

- United States Department of Agriculture (USDA)
  National School Lunch Program
  Child and Adult Care Food Program
  School Breakfast Program
  Special Milk Program
  Summer Food Program
  www.usda.gov/services.html

- American Dietetic Association
  www.eatright.org

- American Hospital Association
  www.aha.org

- American Society for Nutritional Science
  www.asns.org



Shopping for Equipment

Item	Description	Price of Item	Shipping	Vendor
Example:				
Mixer	Hobart, 80 qt. Dough hooks and three bowls Item #1123	$6,500	Free with $2,000 Order	Chef's Resource

Shopping for Tools and Utensils

Item	Description	Price of Item	Shipping	Vendor
Example:				
Heat Resistant Spatulas	Set of two, Flame color, 11-inch spoon 13 1/2 inch flat	$19.99	Depends on amount of order	Chef's Catalog

TA 61a

Safety Practices in Using Cutlery

✱ Proper use and care of knives is an important factor in keeping them in good condition. The following are some guidelines for using knives.

✓ Use the correct knife for a particular job.

✓ Use a cutting surface (cutting board/table) whenever possible.

✓ Always wash and wipe a knife from the back of the blade, being sure that your fingers do not extend to the cutting edge.

✓ Do not put a knife into water where it is not easily seen.

✓ When carrying a knife, hold it with the point downward.

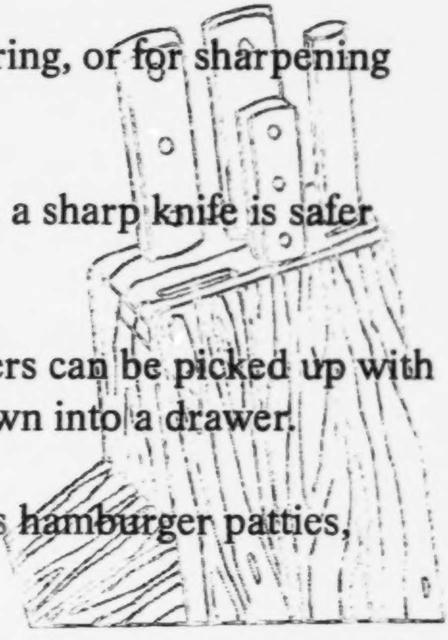
✓ Do not use a knife as a lever to pry off jar lids or for other similar purposes.

✓ Do not use a knife for cutting paper, string, or for sharpening pencils.

✓ If it is used effectively and thoughtfully, a sharp knife is safer than a dull knife.

✓ Knives stored in racks or slots in drawers can be picked up with more safety than those which are thrown into a drawer.

✓ Do not use a knife to turn food, such as hamburger patties, steaks, pork chops, or pancakes.



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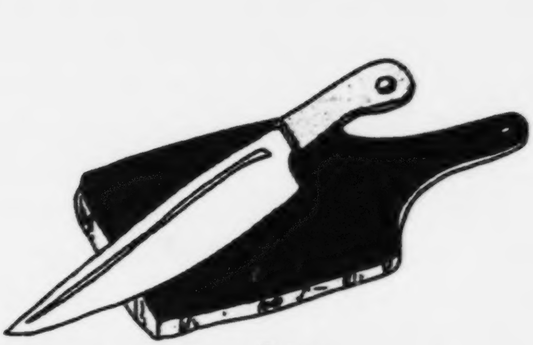
❋ Knives that are kept sharp are both easier and safer to use. Less pressure is required when the knife is sharp, and there is less danger that the knife will slip.

Practices to follow that will help keep knives sharp are listed below:

- ✓ Wash knives by themselves, rather than with other utensils.
- ✓ Place knives in the dishwashing sink with the handles together and the blades pointed in the same direction.
- ✓ Dry each knife separately and store in a knife rack or a specified place in the drawer.
- ✓ Use only for cutting and slicing, not for prying open lids or cans.



Foodservice Pantry — Food and Supplies

Case Study

Paul and Maria work in a new Mexican food restaurant called Mercado's. The building was formerly a new car dealer's showroom. The restaurant is quite spacious and very nice. It has a large kitchen (40' x 60'). The food pantry is located in one corner of the kitchen. It measures 18' x 24'. The service entrance of the restaurant is located nearby. Their employer has asked them to draw a blueprint for the food pantry. Based on your knowledge and the information in the Reference Book, sketch a blueprint for the food pantry at Mercado's. Use the scale 1/4" = 1 foot.

Recipe Components

Note to Teacher: In order to show the different parts of a recipe, one of the following techniques may be used. Use quantity recipes from two or three sources so that students get experience in locating information on recipes written in different formats.

1. Use one transparency sheet. As you talk about a recipe, write the parts on the transparency with different colors of ink, or use symbols, such as squares, triangles, or circles.

2. Have a recipe already written on a transparency. Place the transparency on the overhead projector and cover it with a sheet of paper. As you talk about the different parts, reveal the portion of the recipe you are explaining.

3. Use eight overlay transparency sheets and write in different colors of ink on each transparency one part of the recipe. An example follows:

Sheet	Color of Ink	Part of Recipe
1	Red	Name of Recipe
2	Brown	Yield
3	Green	Ingredients
4	Orange	Measurements
5	Blue	Temperature
6	Yellow	Cooking Time
7	Black	Instructions
8	Purple	Utensils

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Name: ______________________ Date: ____________________

PRODUCT EVALUATION

I. Food prepared:

II. Procedure:

III. Results and discussion:

A. Characteristics of product:

	Standard	With Substitute
Color:		
Shape:		
Texture:		
Flavor:		

B. Differences between products:

C. Reasons for differences between products:

IV. Summary and conclusions:

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Directions: Prepare in advance 23 index cards. Write a food preparation term on the top half of each index card and draw its corresponding picture definition on the bottom half of the same index card. Cut in half and laminate for durability.

Rules:

1. Use 2-4 players.

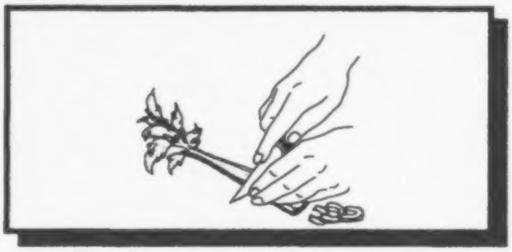
2. Shuffle the cards and deal one at a time face down until each player has 6 cards.

3. Place the remaining cards face down in the center of the table to form the "Drawing Pile." Turn top card face upward beside the drawing pile; this starts the "Discard Pile."

4. Players try to get rid of their cards by playing "Books." A book is 2 cards—one with a cooking term and the other with its picture definition.

EXAMPLE

Slice



5. Play is begun by the player at the left of the dealer. The player draws one card from the top of either the "drawing pile" or "discard pile." Books that are formed should lay face up in front of the player.

6. At this point, other players may "challenge" the match of a book. If the book is "incorrect," the player must pick up the cards and put them back into his or her hand. If the "challenge" is incorrect, the player is allowed to discard an additional card (see 7). (See also Scoring on the following page.)

7. At the completion of a "challenge," the player then discards one card to the discard pile. Each player may form more than one book but may only draw and discard once. (See 6, incorrect "challenge.")

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8. This order of draw, play, and discard must be followed, unless a player is unable to play or desires to hold back cards to block opponents.

9. If all cards in the drawing pile have been used before someone wins, the discard pile may be shuffled and turned face down to form a new drawing pile.

10. The game ends when a player clears his or her hand of all cards or when no cards remain in both the drawing and discard piles.

SCORING

+4 ⇒ for player going out first
+1 ⇒ for each book any player has made
+3 ⇒ for challenger—if challenge is correct
-3 ⇒ for challenger—if challenge is incorrect
+3 ⇒ for player—if the challenger is incorrect
-1 ⇒ for each card left in hand

A player with a total of 50 points wins the game!

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Sensory Lab Worksheet

I. Name of products:
Spice
Herb
Extract

II. Describe the sizes and shapes of the products:
Spice
Herb
Extract

III. Describe the color of each product:
Spice
Herb
Extract

IV. Describe the feel of each product (e.g., hard, soft, crunchy, round, powdery, liquid):
Spice
Herb
Extract

V. Describe the smell of each product:
Spice
Herb
Extract

VI. Describe the taste of each product:
Spice
Herb
Extract

VII. Summary:
How does the taste of each product compare with the appearance and smell?

Which products tasted the best? Why?

Popcorn with Punch

Onion-Dill Salt

1/4 cup coarse salt
2 teaspoons dried onion flakes
2 teaspoons dried dillweed
1/4 teaspoon garlic powder

Process all ingredients in blender at high speed until mixture is very fine in texture. Store in shaker. Makes about 1/4 cup.

Herbed Salt

1/4 cup coarse salt
1 teaspoon dried basil leaves
1/2 teaspoon dried tarragon leaves
1/2 teaspoon dried chives
1/4 teaspoon oregano leaves

Process all ingredients in blender at high speed until mixture is very fine in texture. Store in shaker. Makes about 1/4 cup.

Sesame Salt

2 tablespoons coarse salt
1/4 teaspoon ground turmeric
2 tablespoons toasted sesame seeds

Process all ingredients in blender at high speed until mixture is very fine in texture. Store in shaker. Makes about 1/4 cup.

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Name: ______________________________ Date: ________________

CONVENIENCE FOODS PRODUCT EVALUATION

I. Food prepared:

Check one: ____ Traditional ____ Convenience Food

II. Preparation procedure:

III. Results and discussion:

A. Characteristics of product:

	Traditional	Convenience Food
Color:		
Shape:		
Texture:		
Flavor:		

B. Differences between products:

C. Reasons for differences between products:

IV. Record times:

Preparation start time:

Baking/cooking time:

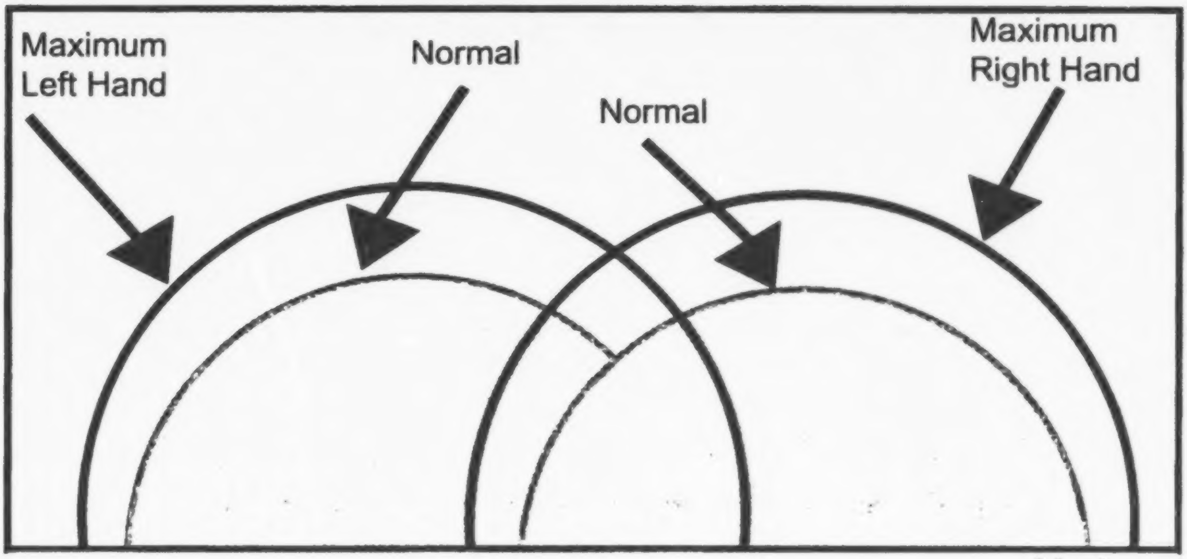
Preservice time (e.g., icing cakes, garnishing):

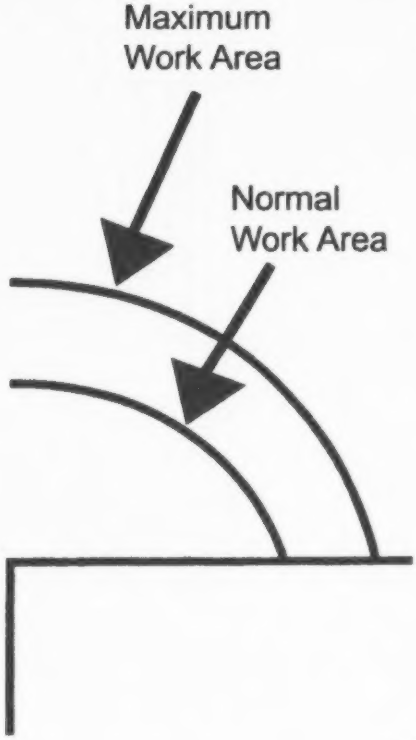
Total time:

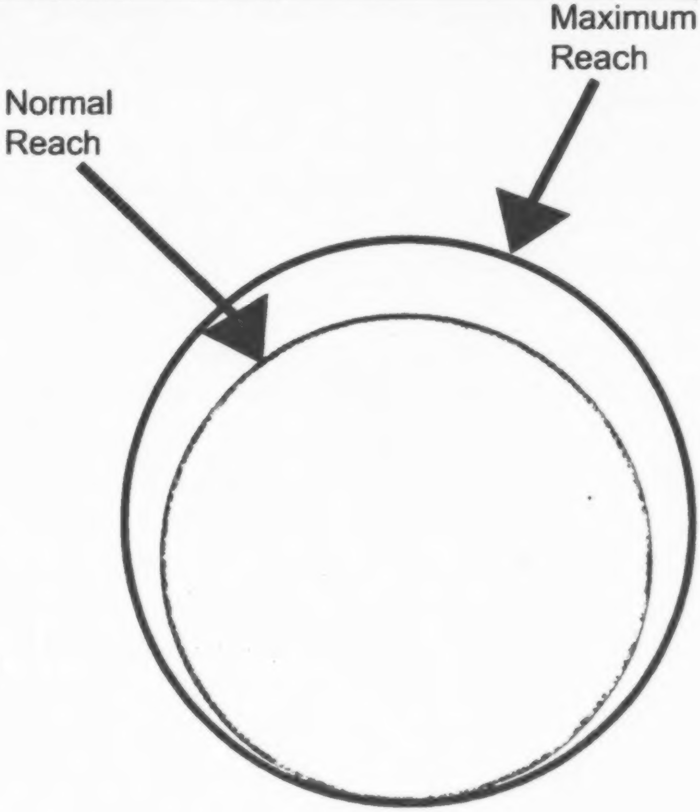
V. Summary and conclusions:

VEGETABLES
PIZZA

Normal and Maximum Work Areas


Maximum
Left Hand
Normal
Normal
Maximum
Right Hand


Maximum
Work Area
Normal
Work Area


Maximum
Reach
Normal
Reach

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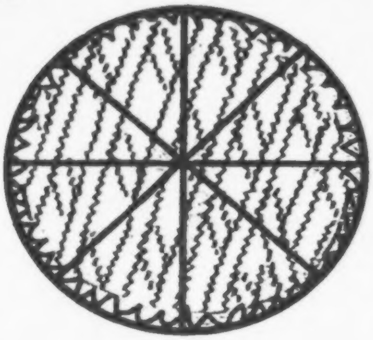
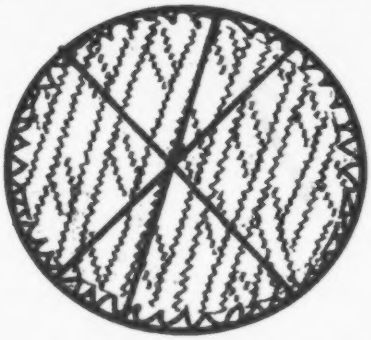
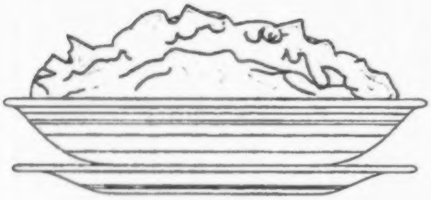
Identify the Correct Portion

Pie

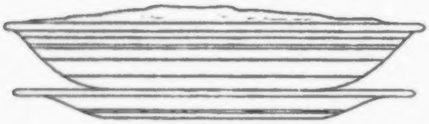


Pie

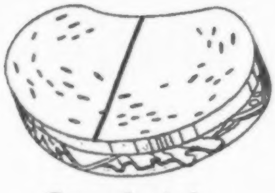




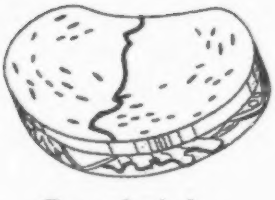
Vegetables—Creamed Potatoes



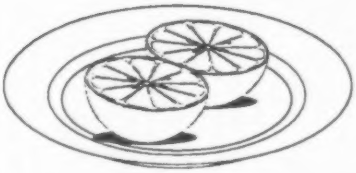
Vegetables—Creamed Potatoes



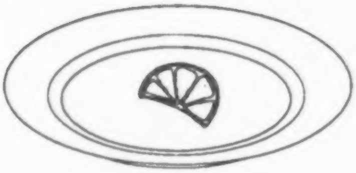
Sandwich



Sandwich

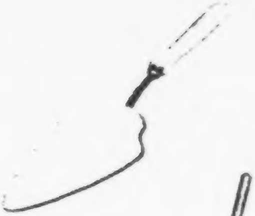


Fruit—Orange

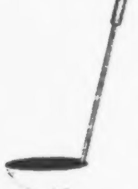


Fruit—Orange

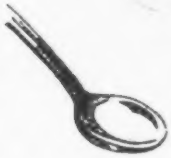
Portioning Tools



Pie Knife or Server

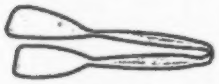


Ladle

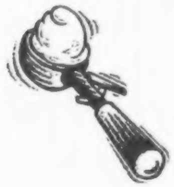


Serving Spoon

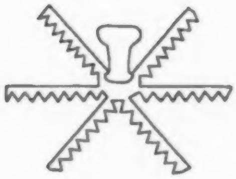
Pierced Spoon



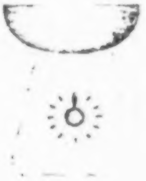
Tongs



Dipper



Pie Marker



Scale

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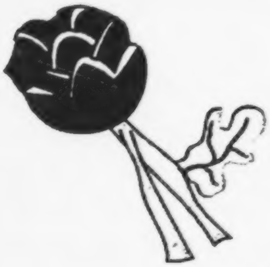
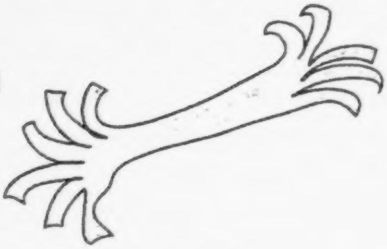
Fruit and Vegetable Garnishes

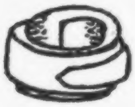
Wash radishes and cut off the root, leaving an inch of stem. Hold radish by the stem, and make overlapping cuts down and into sides. Do not cut completely through the skin. Place in cold water to make the "petals" open and remain crisp.



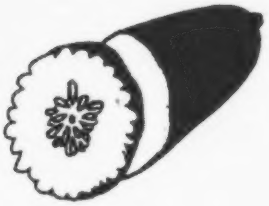
Cut celery into pieces about 2 1/2" long. Make short cuts that are close together on one end. The other end may be cut the same way or left as is. Place in cold water to curl. Green onion stems can be cut in the same way and will fan in cold water.



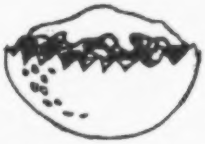
Peel a large, thick carrot, then cut very thin slices lengthwise with the peeler. Wrap slice around finger and secure with toothpick. Put in cold water to crisp. Remove toothpick before serving.



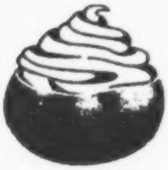
Wash cucumber. Do not peel. Pull prongs of fork down all sides lengthwise. Slice as desired.



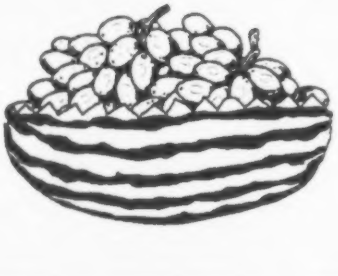
Cut orange or grapefruit in half. Remove pulp. Make saw-toothed edges with knife, if desired. Fill with salad or fruits.



Slice off top of tomato, hollow out a small portion. Place filling in the depression. Warm in oven before serving.



Slice a watermelon lengthwise and hollow out. Use the insides for melon balls or chunks with seeds removed. A saw-tooth or scalloped edge adds to the appearance. Fill with the melon balls and other cut fruits.



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Name: ____________________________

Educational Tour Summary

1. Name of Foodservice Establishment:

2. **Iced water:**
   When was the ice water served?

   What method was used for putting ice in the glass?

   How were glasses refilled?

   What types of garnishes were used in the ice water?

3. **Coffee:**
   What types of coffee were available (i.e., beans, ground, instant)?

   What types of specialty coffees were available (e.g., espresso, cappuccino)?

   What types of coffee makers were used (e.g., electric urns, brewers)?

   How long can coffee be held for good flavor?

   How were the coffee makers and coffee pots cleaned?

4. **Dairy beverages:**
   What types of dairy beverages were available?

   How was the milk stored?

   If hot chocolate or cocoa was demonstrated, what were the preparation steps?

   How was the hot chocolate or cocoa garnished?

   If making a milk shake was demonstrated, how much flavoring was used?

   How was the flavoring measured?

   What types of machines were used to make milkshakes?

   How were the milkshakes garnished?

5. **Fruit and vegetable beverages:**
   What types of fruit and vegetable beverages were available?

   How were the beverages garnished? served?

   How were the fruit and vegetable beverages stored?

How to Use a Recipe

1. Read the whole recipe before you start to prepare the food.

2. Know words and amounts before you begin. Ask questions, if necessary.

3. Get out all the food and equipment needed.

Spaghetti
BUTTER
GRADE A

4. Weigh or measure all ingredients.

5. Follow each direction in order.

First, sift flour.
Second, add milk.
Third, stir.

6. Keep the area clean while working.

7. Practice sanitation and safety every step of the way.

Recipe Template

Name of Recipe

Yield

Equipment Needed

Ingredients

Preparation Methods

Serving Suggestions

Nutritional Information

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Time Schedule Template

Time Schedule for________________________ Date________________

Product________________

Time of Serving________________

Job	Time Needed	Time for Completion

Production Schedule Template

Station____________________________

Workers____________________________

____

____

Manager____________________________

Number of Servings Prepared	Menu Item	Expected Yield	Actual Yield	Number Served	Amount Left Over

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Salad Scramble

(Teacher Information Sheet)

How to Prepare:
Cut out slips of paper with numbers 1-25 (or the number of students in class) and place them in a box.

How to Play:

1. Have each student draw a number from the box; this number will determine the order in which questions will be asked.

2. Ask the student who drew Number 1 the first question.

3. If the student answers the question correctly, he or she receives 2 points and the person who drew Number 2 is then asked the next question.

4. If the first student answers the question incorrectly, he or she receives no points and the person who drew Number 2 is then asked the same question. (Note to teacher: Ask 3 students the same question and if Number 3 misses it, explain the correct answer.)

5. Reward each correct answer.

Examples of questions:

- Which is a crisp vegetable?
- What would you use to garnish a salad?
- Is a bruised tomato suitable to serve in a salad?
- How do you toss a salad?
- How much salad dressing would you put on a salad?

Sandwich Test Worksheet

Name: ______________________________ Date: ________________________

1. Type of foodservice establishment where the sandwich was purchased:

2. Type of bread used:

   If other types of bread were offered, list those here:

   Write a statement regarding the freshness of the bread:

3. Standard condiments used:

   If special condiments were requested, list those here:

   If no condiments were used in the sandwich, provide a reason why:

4. Fillings used:

   Describe the freshness of the fillings:

   Describe how the fillings were placed in the sandwich (e.g., bunched in the center of the sandwich, evenly spread on the bread):

6. Describe how the sandwich was presented:

   Describe how the sandwich was cut:

   If the sandwich was wrapped, describe the materials used and how the product was wrapped:

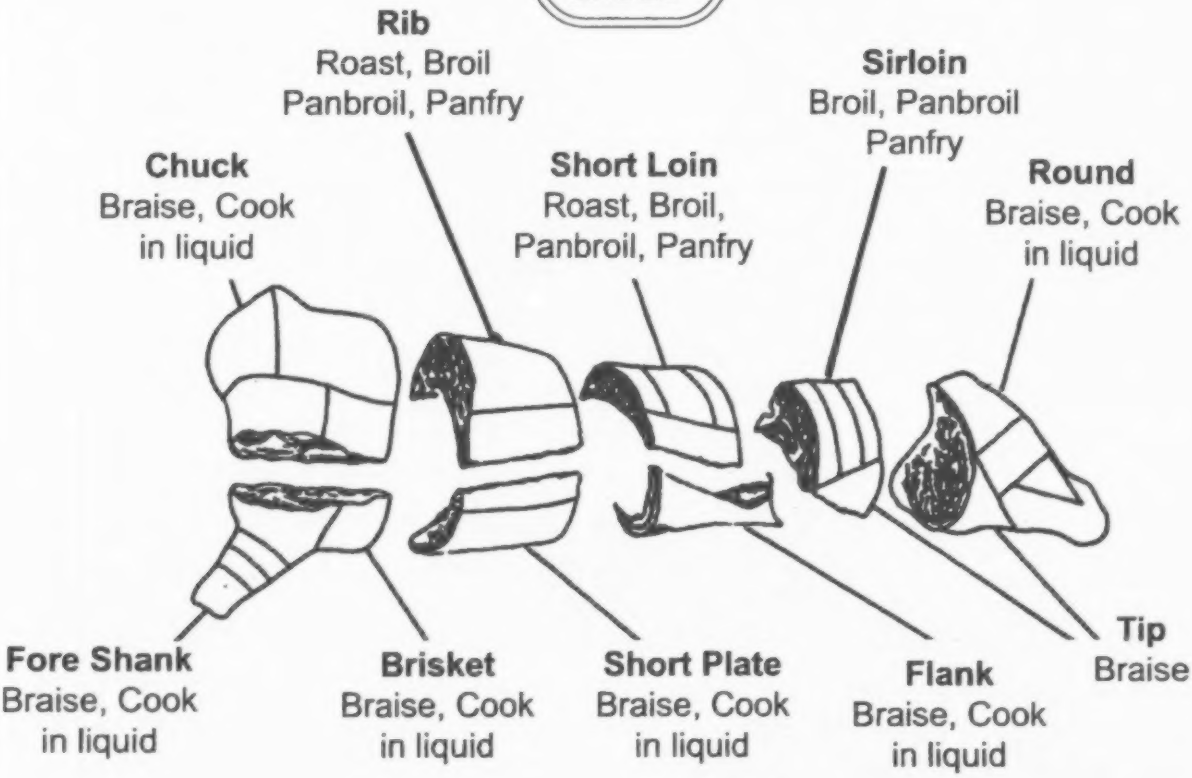
7. Describe how the sandwich was garnished:

8. Describe your overall satisfaction with the sandwich:

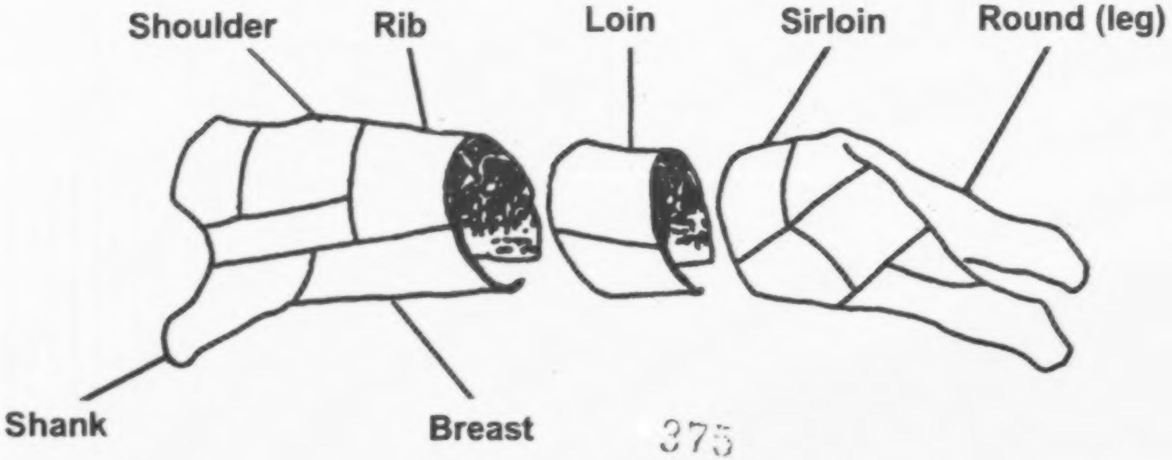
9. State one quality factor that should be considered when preparing sandwiches:

Beef and Veal Chart

Beef

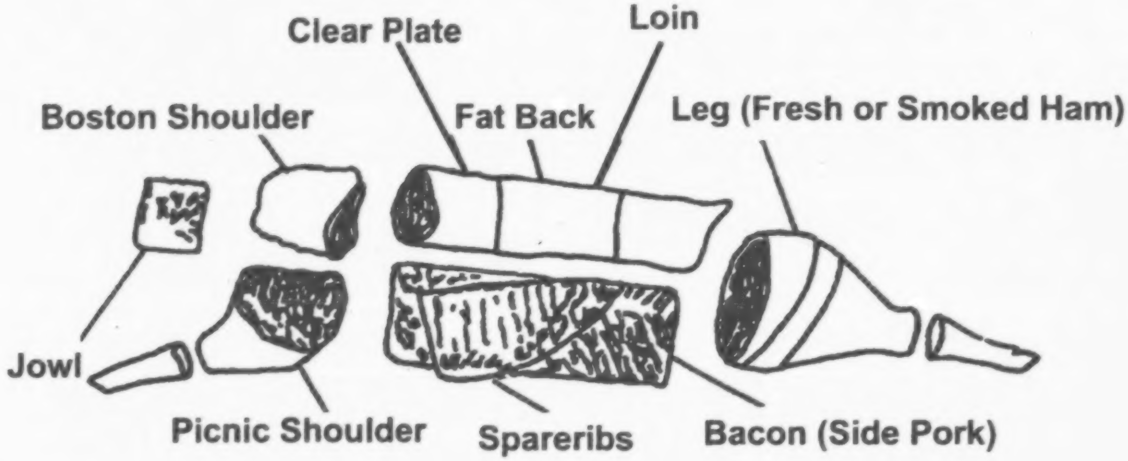

Rib
Roast, Broil
Panbroil, Panfry
Sirloin
Broil, Panbroil
Panfry
Chuck
Braise, Cook
in liquid
Short Loin
Roast, Broil,
Panbroil, Panfry
Round
Braise, Cook
in liquid
Tip
Braise
Fore Shank
Braise, Cook
in liquid
Brisket
Braise, Cook
in liquid
Short Plate
Braise, Cook
in liquid
Flank
Braise, Cook
in liquid

Veal

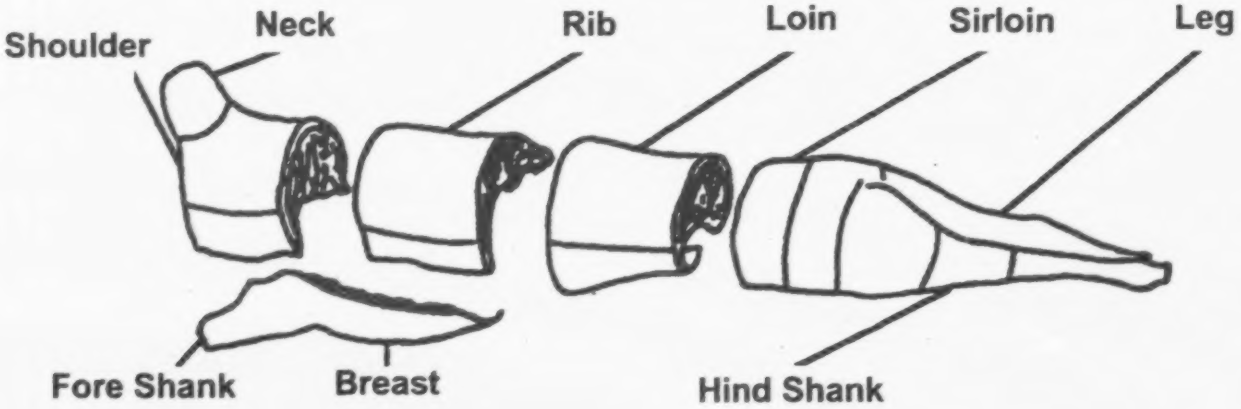

Shoulder
Rib
Loin
Sirloin
Round (leg)
Shank
Breast

Pork and Lamb Chart

Pork


Clear Plate
Loin
Boston Shoulder
Fat Back
Leg (Fresh or Smoked Ham)
Jowl
Picnic Shoulder
Spareribs
Bacon (Side Pork)

Lamb


Shoulder
Neck
Rib
Loin
Sirloin
Leg
Fore Shank
Breast
Hind Shank

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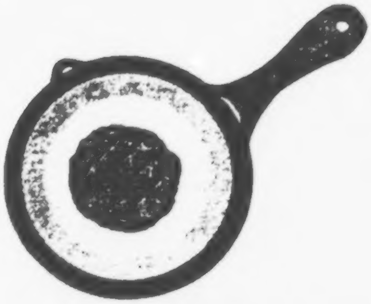
Laboratory Experience: Ground Beef



Directions: Complete this laboratory experience to compare different cooking methods for ground beef. Record your observations by providing the information requested. Write your answers in the spaces provided.

Step 1: Divide the ground beef into three equal portions. Weigh each portion on the scale to make sure all portions are equal. Shape each portion into a patty about one inch thick.
Recorded weight of patty before cooking ____________________

Patty 1: Take the frying pan with the lid. Preheat the pan uncovered over high heat. Test the readiness of the pan by sprinkling a few drops of water on the surface; the pan should sizzle. Put in one ground beef patty. Brown the patty on both sides. Add enough water to cover the bottom of the pan. Cover tightly with the lid and simmer on low heat for 10 minutes. Lift the patty from the water and weigh on the portion scale. Plate the patty on a plate labeled #1.
Recorded weight of patty #1 after cooking____________________

Patty 2: Preheat the second frying pan as directed above. Put in one ground beef patty. Cook the patty 5 minutes on one side; turn and cook the patty 5 minutes on the other side. Lift from the pan and weigh. Place the patty on a plate labeled #2.
Recorded weight of patty #2 after cooking____________________

Patty 3: Preheat the third frying pan as directed above. Reduce the heat to medium-low. Put in one ground beef patty. Cook the patty 8 minutes on one side; turn and cook the patty 8 minutes on the other side. Lift from the pan and weigh. Place the patty on a plate labeled #3.
Recorded weight of patty #3 after cooking____________________

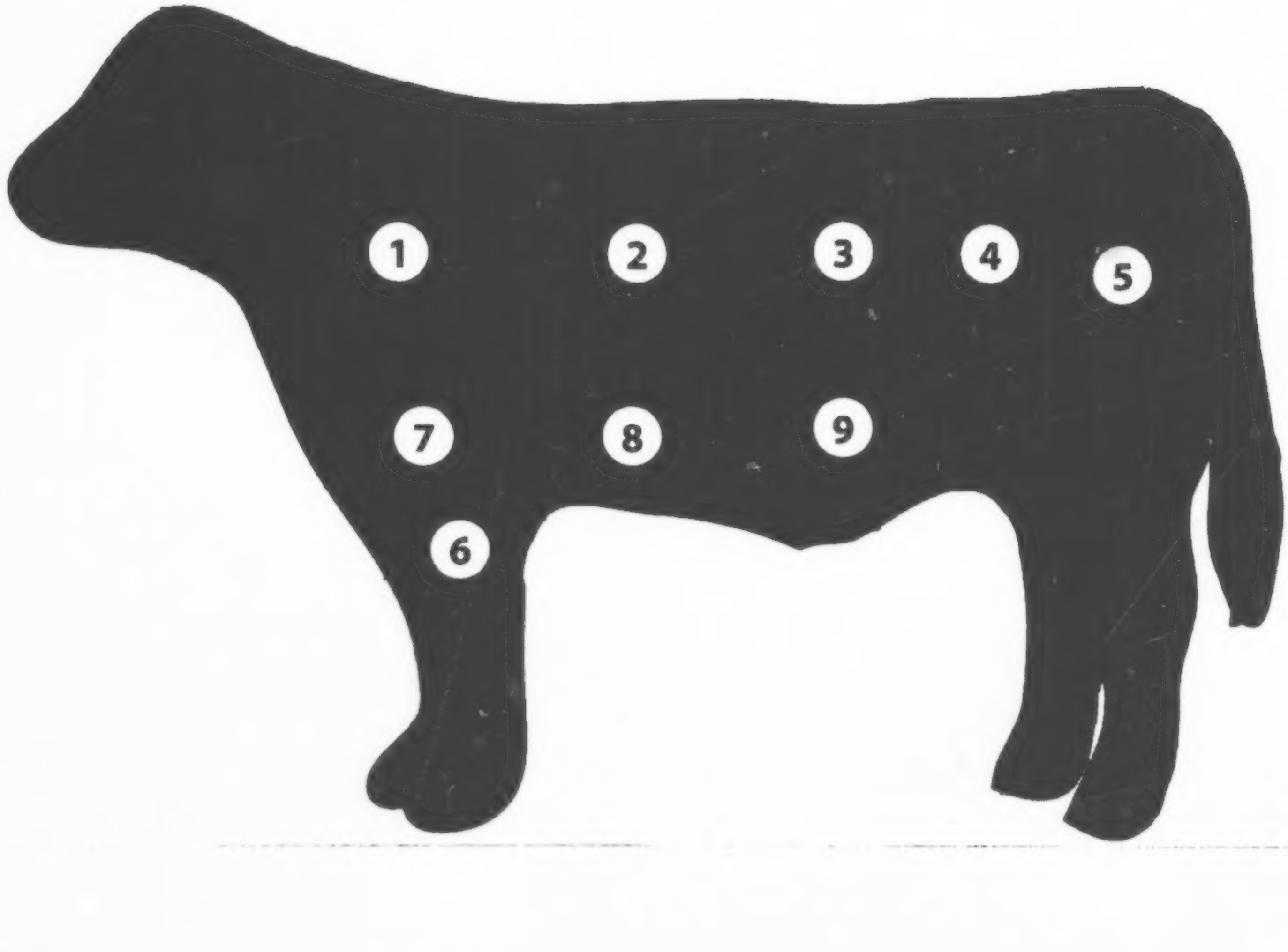
Step 2: Slice each patty in half. Record your observations.

OBSERVATIONS	Patty 1	Patty 2	Patty 3
Hardness of crust			
Appearance of meat			
Juiciness of meat			
Flavor of meat			

Step 3: Write a brief summary of your observations: ____________________________________

____

Retail Beef Cuts



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Meat Cookery

Dry-Heat Methods

Roasting (Tender Cuts)

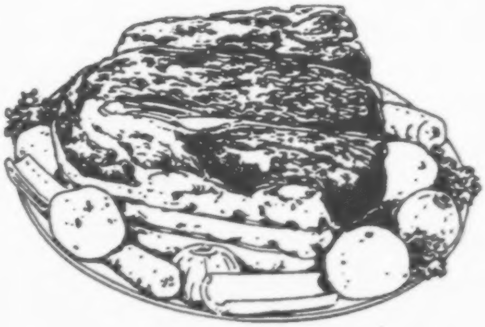
1. Season.
2. Place meat, fat side up, on rack in shallow roasting pan.
3. Insert meat thermometer. Do not let bulb touch bone or rest in fat.
4. Do not add water.
5. Roast in oven at 300–350°F.
6. Roast to recommended doneness:
   - Beef–140°-170°F
   - Veal–170°-180°F
   - Lamb–140°-170°F
   - Pork–180°-185°F
7. Allow meat to rest 15–20 minutes after removing from oven before slicing.

Broiling (Tender steaks, Chops, Patties)

1. Trim and slash fat around edges of steaks or chops to prevent curling.
2. Preheat broiler or grill.
3. Place meat on rack of broiler pan 3–5 inches from heat source.
4. Broil until meat is brown.
5. Season.
6. Turn and broil until done.

Panbroiling (Less Tender Cuts)

1. Season, if desired.
2. Place meat in heavy skillet.
3. Do not add fat or water. Do not cover.
4. Cook meat at medium temperature and turn often.
5. Pour fat from pan as it accumulates.



Panfrying

1. Add a small amount of oil to pan.
2. Season, flour, or coat meat.
3. Brown meat on both sides.
4. Do not cover.
5. Cook at medium temperature, turning occasionally until done.

Meat Cookery

Moist-Heat Methods

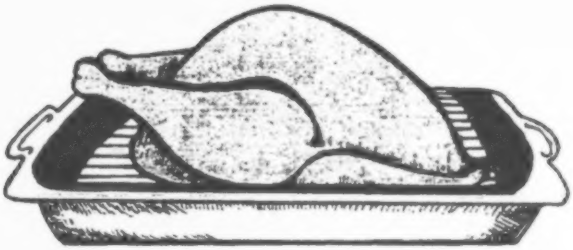
Braising (Less Tender Cuts)

1. Season, coat, and/or flour.
2. Brown meat on all sides in heavy pot or skillet.
3. Add a small amount of water or liquid.
4. Cover tightly.
5. Cook at a low temperature until tender.

Cooking in Liquid (Less Tender Cuts)

1. Season, coat, and/or flour.
2. Brown meat on all sides.
3. Cover meat with water or other liquid.
4. Cover and simmer until tender.
5. Add vegetables, if desired during last part of cooking time.

Poultry Cookery
Dry-Heat Methods



Frying
1. Cut poultry into serving pieces.
2. Rinse pieces and pat dry.
3. Season, coat, and/or flour.
4. Heat a small amount of oil in skillet.
5. Place pieces in hot fat.
6. Turn occasionally to brown evenly.
7. Reduce heat. Cover and cook until tender.
8. Drain on paper towels.

Ovenfrying (follow steps 1–3 above)
4. Place pieces in a shallow baking dish, skin side down.
5. Bake at 375°F for about an hour.

Broiling
1. Cut into halves, quarters, or pieces.
2. Place on broiling pan, skin down.
3. Brush each piece with butter or sauce.
4. Place pieces about 9 inches from heat. If barbecuing, place pieces about 3–6 inches from hot coals.
5. Turn every 15 minutes until brown and tender.

Roasting
1. Rinse and pat dry.
2. Fold wings to back.
3. Tie legs and tail together with string.
4. Place breast up on roasting rack in shallow pan.
5. Brush with fat.
6. Place tip of meat thermometer in thickest part of thigh or breast.
7. Place in 325°F oven.
8. Poultry is cooked when internal temperature is 185°F or leg moves easily in socket.
9. After removing from oven, allow to stand for 10–20 minutes prior to carving.

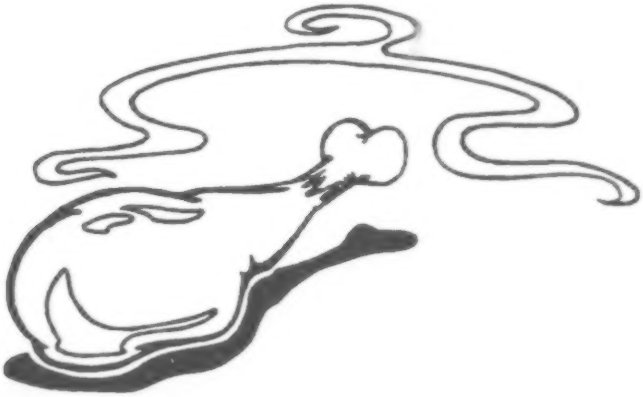
Poultry Cookery
Moist-Heat Methods

Braising (Fricasee)

1. Cut into pieces. Rinse and dry.
2. Season and/or flour.
3. Brown pieces in a small amount of fat.
4. Add a small amount of liquid.
5. Cook in oven at 325°F or simmer on range-top.
6. Cook until tender.

Stewing

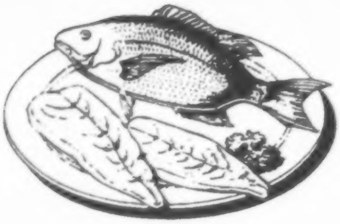
1. Cut in halves, quarters, or pieces.
2. Rinse pieces. Put into deep pan.
3. Add seasoning and add water to cover meat in pan.
4. Bring to a boil, then reduce heat.
5. Cover pan with lid.
6. Simmer until tender.



TA 86

Group #: _________

Group Members: ____



Cooking with Fish

Directions: Review principles of cookery for fish by completing the following activity. Write your responses in the spaces provided.

Step 1: Record the weight of each fish fillet.
Fillet #1 _______________ Fillet #2 _______________

Step 2: Place a wire rack in each baking pan. Place a fish fillet on top of each rack.

Step 3: Place fillet #1 in the 350°F oven. Place fillet #2 in the 500°F oven.

Step 4: Bake fish fillets until they flake when touched with a fork. Remove from the oven. Record the baking times for each fillet.
Fillet #1 _______________ Fillet #2 _______________

Step 5: Record the weight of each fish fillet.
Fillet #1 _______________ Fillet #2 _______________

Step 6: Place the fillets on the appropriately marked plates. Evaluate each fish fillet by completing the following information:

Observations	Fillet #1 (350°F)	Fillet #2 (500°F)
Weight before baking		
Baking time		
Weight after baking		
Color of fillet		
Texture of fillet		
Flavor of fillet		

Step 7: Write a brief summary of your observations:

____

____

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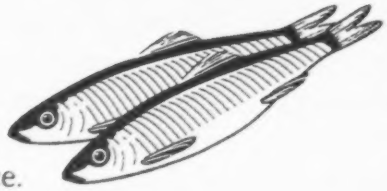
Fish Cookery

Dry-Heat Methods

Baking

1. Place in a greased baking dish.
2. Season.
3. Bake at 350°F until done.
4. Baste with sauce or butter to prevent drying.



Broiling (pieces 1 inch thick)

1. Place on greased broiler pan. Brush with fat or sauce.
2. Place pan 2–4 inches from heat source.
3. Turn fish over halfway through cooking.

Barbecuing

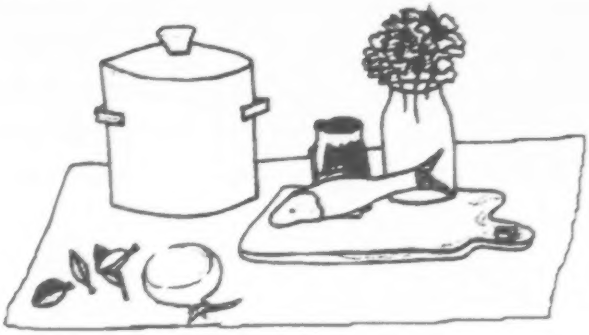
1. Grease the grill well to prevent sticking.
2. Cook about 4 inches from coals.
3. Baste with sauce or marinade.
4. Turn thick pieces once.

Frying

1. Dip pieces in liquid or batter, then in seasoned flour, cornmeal, or crumbs.
2. Heat fat to 375°F.
3. Cook until golden brown.

Ovenfrying

1. Dip and coat pieces as for regular fried fish.
2. Place in well-greased baking pan.
3. Baste with sauce or marinade.
4. Turn thick pieces at least once.



Moist-Heat Methods

Poaching

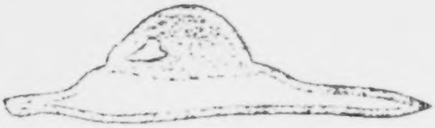
1. Wrap fish in cheesecloth.
2. Add liquid or water to cover fish.
3. Simmer until fish is cooked.

Steaming

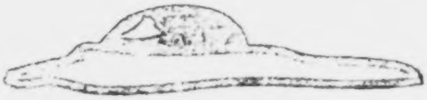
1. Wrap in cheesecloth. Leave shellfish in shell.
2. Place on greased rack over boiling water.
3. Steam until done.

Grading of Eggs

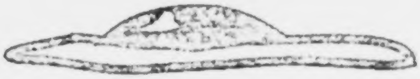
GRADE AA EGGS. The yolk is firm and upstanding. There is a large amount of thick white. It stands high and firmly around the yolk. There is only a small amount of thin white.

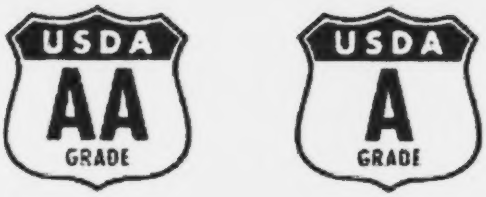


GRADE A EGGS. The yolk is round and upstanding. There is a large amount of thick white. It stands fairly well around the yolk. There is a small amount of thin white.



GRADE B EGGS. The yolk is flattened. The thick white is medium in amount and flattened. There is a medium amount of thin white.





Grade Shields
Marks of Quality

Agricultural Marketing Service
United States Department of Agriculture.

Jumbo—30 oz.

Extra Large—27 oz.

Large—24 oz.

Medium—21 oz.

Small—18 oz.

Peewee—15 oz.

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Egg COOkery

Cooking Eggs in the Shell—*Cold Water*

1. Place eggs in pan, cover with water one inch above eggs.
2. Place over high heat until the water boils.
3. Cover pan and remove from heat.
4. For soft-cooked, let eggs stand in hot water 1-3 minutes. For hard-cooked, let eggs stand in hot water for 15 minutes.
5. Remove the eggs and cool immediately in cold water to prevent overcooking.

Cooking Eggs in the Shell—*Hot Water*

1. Put cold eggs in bowl of warm water to prevent cracking during cooking.
2. Bring water in a pan to a boil.
3. Transfer eggs from warm water to boiling water (one inch over eggs).
4. For soft-cooked, cover pan, remove from heat, and let stand 6-8 minutes. For hard-cooked, reduce heat and simmer for an additional 20 minutes.

Fried Eggs

1. Melt butter in skillet/or lightly spray non-stick pan.
2. Crack eggs into a dish.
3. Slip egg into skillet/griddle.
4. Cook slowly.
5. For "sunny-side up," cover egg with a lid to steam the top.
6. For "over-easy," turn eggs over, and cook for several seconds.

Egg Cookery, cont'd.

Scrambled Eggs

1. Crack eggs into a small bowl and beat with a wire whip or fork.
2. For softer eggs, add one tablespoon of milk or water per egg.
3. Melt butter in skillet or lightly spray non-stick pan with vegetable oil cooking spray.
4. Pour in eggs and cook slowly.
5. When eggs begin to set on the sides of the pan, push them to the center of the pan. Repeat several times, but do not stir.
6. Meat, cheese, and/or cooked vegetables can be added.
7. Eggs are ready to serve when thick but moist.

Plain Omelet

1–4. Same as for Scrambled Eggs.
5. When eggs thicken, cover pan. Steam cooks the top of the omelet.
6. Add meat, cheese, or vegetables if desired.

Baked Eggs

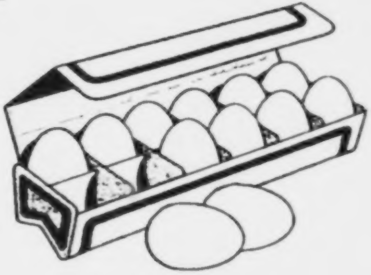
1. Preheat oven to 325°F.
2. Grease a baking dish.
3. Vegetables or meat may be put in the bottom of the dish, if desired.
4. Crack eggs and slip into dish.
5. Bake 15–20 minutes or until cooked.

Poached Eggs

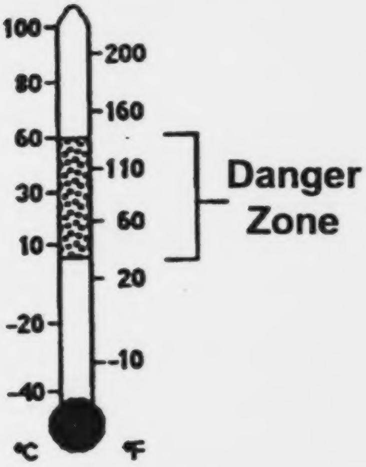
1. Fill pan or skillet with water to cover eggs.
2. Bring water to a boil, reduce heat to simmer.
3. Break eggs into dish. Slip into hot water.
4. Cook 3–5 minutes.
5. Remove eggs with a slotted spoon.
6. Drain and serve.

Storage of Eggs

Eggs should be kept in the cartons in which they are delivered to retain freshness and quality.



Eggs will retain their high quality for weeks at temperatures between 40 and 50 °F. Their quality will decline rapidly at room temperature.


100
80
60
30
10
-20
-40
°C
200
160
110
60
20
-10
°F
Danger Zone

Refrigeration helps prevent the growth of salmonella.

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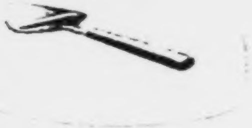
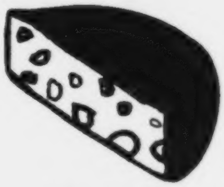
Forms of Cheese

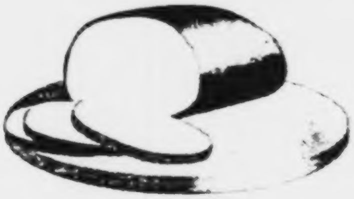
Half-moons



Blocks

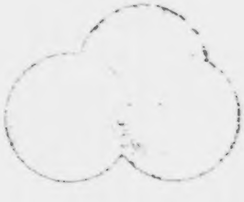


Moons

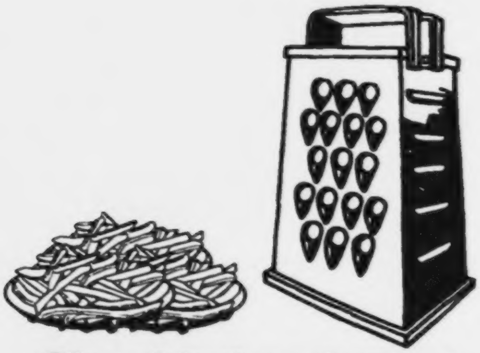


Rolls

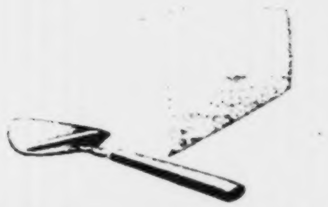
Sliced



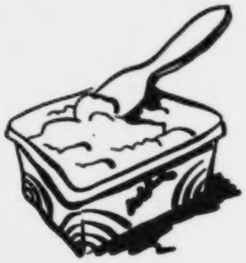
Balls



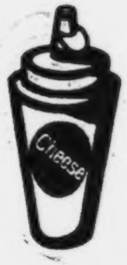
Shredded or Grated



Bricks or Loaves

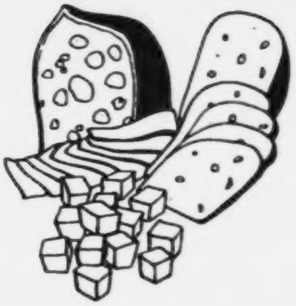


Dips or Spreads



Pressure Cans

Cooking with Cheese



Names of Lab Group Members: ______________________

____

Directions: Complete this laboratory experience to compare how different cheeses rate as pizza toppings. Record your observations by providing the information requested. Write your answers in the spaces provided.

Step 1: Preheat oven to 450°F.

Step 2: Split muffins and toast lightly. Place toasted halves on baking sheet.

Step 3: Top each muffin with approximately 1/8 cup pizza sauce and spread evenly with a rubber spatula.

Step 4: Shred each of the cheeses: mozzarella (MZ), cheddar (CH), and Monterey Jack (MJ). Place each cheese in a separate bowl.

Step 5: Sprinkle a different type of cheese on each muffin half. Use a toothpick flag to label the muffins "MZ," "CH," and "MJ," according to the type of cheese.

Step 6: Bake all the muffin pizzas in the 350°F preheated oven for about 6 minutes or until all the cheese is melted.

Step 7: Record your observations in the box provided below. For appearance, note which type of cheese melted most evenly and which type burned the most.

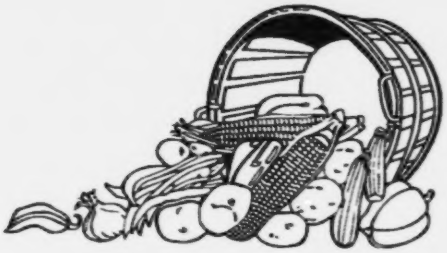
Type of Cheese	Appearance	Texture	Flavor

Step 8: Provide a brief analysis of the muffin pizzas.

Cooking Procedures for Vegetables

Directions: Complete this laboratory experience to determine the effect of cooking procedures on the color and texture of vegetables. Record your observations by providing the information requested. Write your answers in the spaces provided.

1. Divide the package of frozen vegetables in half.
2. Cook the first half of the vegetables in a saucepan according to the package directions.
3. Cook the second half of the vegetables in a saucepan according to the following directions:
   - Put 1 cup of water into a saucepan.
   - Bring the water to a boil.
   - Add the vegetables.
   - Cover the saucepan.
   - Boil for 20 minutes.



4. Drain each saucepan using a colander. Reserve the liquid.
5. Measure the liquid from each of the cooked vegetables using the liquid measuring cup.
6. Complete the chart below.

	Amount of Liquid	Color	Texture	Flavor
Saucepan 1				
Saucepan 2				

7. Review Cooking Principles in the Reference Book, pages 347–348. In the space provided below, briefly discuss the results of the lab experience.

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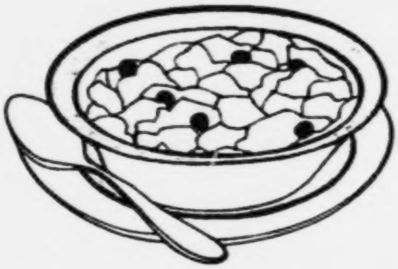
Cereals, Rice, and Pasta: A WebQuest

Three components will make up the grading criteria for the final research product:

1. Written report that is computer generated
2. Oral presentation to class including visuals, such as PowerPoint, brochures, newsletters, posters, charts, or graphs
3. Level of research conducted. A rubric may be developed and used by the group members and other students to rate the finished product. Examples of rubrics are available at the WebQuest Web page provided above.

Following is a created WebQuest containing potential Web sites that could be used for the different categories.

Cereal



History of product:
- Corn
  Corn, The A-Maize-Ing Grain
  www.vegparadise.com/highestperch9.html
- Wheat
  Planet Wheat: A Short History of Wheat
  www.cyberspaceag.com/wheathistory.html
- Cereal facts: History on shredded wheat
  www.cerealpartners.co.uk/facts.shtml
- Will Kellogg: King of Corn Flakes *by Burton Folsom*
  www.libertyhaven.com/thinkers/willkellogg/willkellogg.html

Cereal facts:
- NBNF Information: Cereals
  www.nutrition.org.uk/Facts/commodities/cereal.html
- Epinions.com: More Bang for your Breakfast-the full scoop
  www.epinions.com/content_2093064324

Nutritional information:
- Iron and Teens: Information Sheet
  www.youngwomenshealth.org/iron.html
- USDA Food Pyramid from Garden and Hearth Magazine
  www.gardenandhearth.com/Homespun_Kitchen/Food_for_health/dietary_intake/food_pyramid.htm
- Portion Control-How Much is a Serving
  www.gardenandhearth.com/Homespun_Kitchen/Food_for_health/dietary_intake/daily_allowance.htm
- The Food Guide Pyramid: A Guide to Daily Food Choices
  www.nal.usda.gov:8001/py/pmap.htm
- Nutrition: Wheat
  www.kswheat.com/domestic/Nutrition.htm

Cooking guidelines:
- Old-fashioned Tips for making cereal Recipe
  www.freerecipe.org/Breakfast/Cereals/Tipsformak_ibdb.htm
- Old-fashioned When Cooking Cereals Recipe
  www.freerecipe.org/Breakfast/Cereals/WhenCookin_bahfa.htm

Serving ideas and recipes:
- Back to School Breakfasts Part 1: Quick and Easy Ideas
  www.frugal-moms.com/cooking/breakfast1.shtml
- Roni: Leave the whine behind
  www.ricearoni.com/familytime/funfoods.cfm

Cereals, Rice, and Pasta: A WebQuest, cont'd.

Rice

History of product:

- History of Rice
  www.riceweb.org/History.htm
- About USA Rice–History
  www.ricecafe.com/history.htm
- Rice: History
  www-plb.ucdavis.edu/courses/plb105/Students/Rice/introduction/intro.html

Rice facts:

- Cooking with USA Rice–Quick Tips
  When to Choose Which
  ricecafe.com/quiktps3.htm#when
- Cooking with USA Rice–Types and Forms
  ricecafe.com/types.htm
- About USA Rice–Facts About Rice
  www.ricecafe.com/facts.htm

Nutritional information:

- USDA Food Pyramid from Garden and Hearth Magazine
  www.gardenandhearth.com/Homespun_Kitchen/Food_for_health/dietary_intake/food_pyramid.htm
- Cooking with USA Rice-Nutrition
  www.ricecafe.com/nutrition.htm
- The Food Guide Pyramid: A Guide to Daily Food Choices
  www.nal.usda.gov:8001/py/pmap.htm

Cooking guidelines:

- Cooking with USA Rice–Quick Tips for Perfect Rice
  ricecafe.com/quiktips.htm
- Cooking with USA Rice–Quick Tips–How to Prepare Rice
  ricecafe.com/quiktps2.htm#howto
- Cooking with USA Rice–Rice Storage
  ricecafe.com/storage.htm
- All Recipes - Betty's Tips for Cooking Rice and Other Grains
  www.allrecipes.com/cb/kh/bc/tipsrice/default.asp

Serving ideas and recipes:

- Wild Harvest Rice Company
  www.wildharvestrice.com/recipes.htm
- California Rice Commission
  www.calrice.org/recipes/recipes.html
- Japan
  www.riceweb.org/homechefs/chef_japan.htm
- RecipeSource: Basic Guidelines for Pressure Cooking Rice
  www.recipesource.com/misc/hints/00/rec0098.html

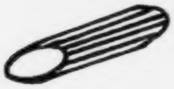
Cereals, Rice, and Pasta: A WebQuest, cont'd.

Pasta

History of product:

- Grains Information about Pastas
  www.wheatfoods.org/grain_info/pasta.html
- iGourmet.com: Pasta History
  www.igourmet.com/library/pasta/st_pastahistory.asp

- professional Pasta: The Origins of Pasta
  www.professionalpasta.it/Dir_9/1_whoinv.htm
- A Little Pasta History
  www.freshpastamachines.com/history.htm



- Pasta Foods: A brief History of Pasta
  www.pasta.co.uk/total_pasta/history/index.htm

Pasta facts:

- Grains Information about Pastas
  www.wheatfoods.org/grain_info/pasta.html
- Pasta Shapes
  www.ilovepasta.org/shapes.html

- Pasta Foods: Pasta Manufacturing
  www.pasta.co.uk/total_pasta/manufacturing/index.htm

Nutritional information:

- Grains Information about Pastas
  www.wheatfoods.org/grain_info/pasta.html

- I Love Pasta-Pasta Nutrition
  www.ilovepasta.org/nutrition.html
- USDA Food Pyramid from Garden and Hearth Magazine
  www.gardenandhearth.com/Homespun_Kitchen/Food_for_health/dietary_intake/food_pyramid.htm
- Portion Control-How Much is a Serving
  www.gardenandhearth.com/Homespun_Kitchen/Food_for_health/dietary_intake/daily_allowance.htm
- The Food Guide Pyramid: A Guide to Daily Food Choices
  www.nal.usda.gov:8001/py/pmap.htm

Cooking guidelines:

- Storing Pasta
  www.goldengrainmission.com/school/pasta_storing.cfm
- I Love Pasta-Tips Mom Never Shared About Cooking Perfect Pasta...and More!
  www.ilovepasta.org/tipsmomnevershared.html

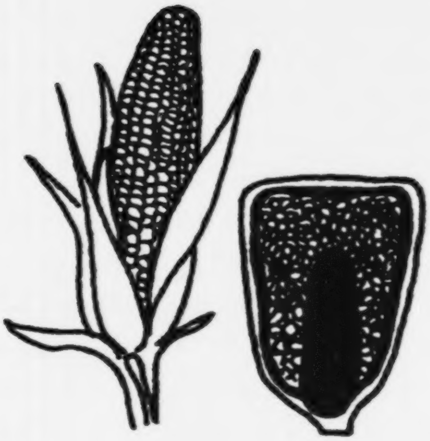
Serving ideas and recipes:

- iGourmet.com: Serving Pasta
  www.igourmet.com/library/pasta/st_servingpasta.asp
- Simple & Saucy Skillet Lasagna
  http://www.goldengrainmission.com/kitchen/rec_simplesaucyskilletlasagna.cfm?MealTypeID=1
- Simply Recipes: Pasta Recipes
  www.simply-recipes.com/pasta_recipes.htm

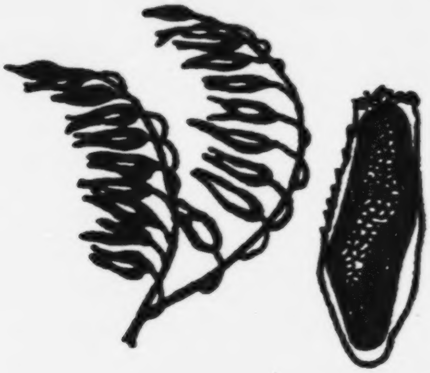
Note: It is recommended that teachers preview Web sites prior to instruction. Some Web sites may change with time. It is suggested that teachers use the key words for new searches to locate updated or new sites.

TA 95

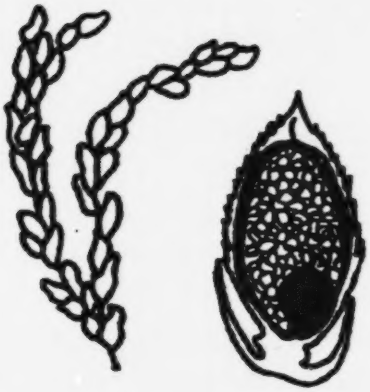
Grains for Breakfast Cereals



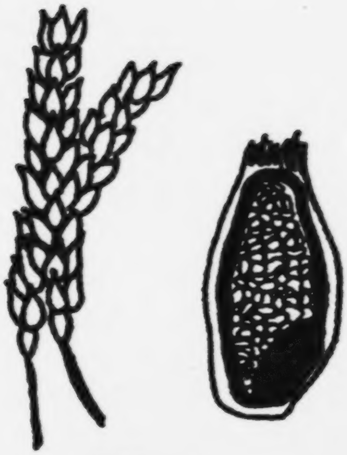
Corn



Oats



Rice



Wheat

Product Evaluation

Lab Group Members: ____

____

Directions: Follow recipe directions for preparing the food products. Complete the table below.

1.

Product	Cooking Time	Appearance	Texture	Flavor

2. Respond to the following questions:
   - Which product took the longest to cook? shortest?
   - Which product was the easiest to prepare? why?
   - Which of the three products is determined the best when evaluated on the following:
     cooking time:

     appearance:

     texture:

     flavor:

3. Summarize any other conclusions and findings.

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Lab Group Members: ____

____

Laboratory Experience: Gluten

Directions: Complete this laboratory experience to determine the effect of gluten in bread products. Record your observations by providing the information requested. Write your answers in the spaces provided.

Equipment and Supplies:

1/2 cup bread flour
1/2 cup all-purpose flour
1/2 cup pastry flour
water
3 small bowls
3 spoons
floured bread board
baking pan
3 toothpick flags
oven set at 375°F
knife

1. Measure 1/2 cup bread flour into a small bowl. Gradually stir in enough water to make a very stiff dough (one that can be picked up and handled).
2. Place the dough on the floured bread board. Knead the dough until it is very elastic. Knead in more flour if needed. Observe how the dough handles during the kneading process.
3. Rinse the dough under cold running water until the water runs clear. This washes away the starch, leaving the gluten.
4. Form the gluten from #3 into a ball. Place the ball on the baking pan. Use a toothpick flag to label the ball #1.
5. Repeat steps 1-4 using 1/2 cup all-purpose flour. Label the ball #2.
6. Repeat steps 1-4 using 1/2 cup pastry flour. Label the ball #3.
7. Place the baking pan with the gluten balls into the preheated 375°F oven. Bake for approximately 15 minutes or until gluten balls are hard.
8. Remove the gluten balls from the oven and let cool. Slice each ball in half. Observe the appearance of the interior.
9. Record your observations by completing the chart below.

Type of Flour	Characteristics of Flour when Mixing and Kneading	Appearance After Baking

10. Using the information from the chart, answer the question, "What have you learned about gluten?" Write your answer in the space provided.

Lab Group Members: ____

____

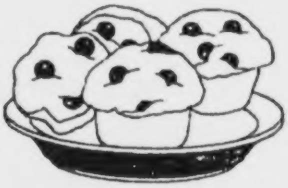
Laboratory Experience: Muffins

Directions: Complete this laboratory experience to determine the effect of leaveners in quick breads. Record your observations by providing the information requested. Write your answers in the spaces provided.

1. Alter the muffin recipe as assigned by your teacher.
2. Prepare the assigned muffin recipe, substituting ingredients as instructed.
3. Bake the muffins according to the recipe directions.
4. Place the finished muffins on the numbered plate that corresponds with the Lab number.
5. Record your observations of each muffin by completing the chart below.

Lab Number and Substitution	Appearance	Flavor	Texture

6. Using the information from the chart, briefly explain how each of the substituted ingredients affected the muffins.



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Lab Group Members: ____

____

Laboratory Experience: Working with Yeast

Directions: Complete this laboratory experience to observe the effects that temperature has on yeast. Record your observations by providing the information requested. Write your answers in the spaces provided.

Equipment: 4 packages of dry yeast
3 tsp. sugar
4 glass jars, each to hold 2 cups of water
thermometer (optional)

Label the glass jars #1, #2, #3, and #4.

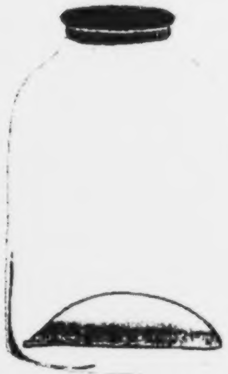
Observation 1: Fill jar #1 with 2 cups warm water (about 91 °F).
Add one package of yeast.
Set aside.

Observation 2: Fill jar #2 with very cold ice water.
Add 1 tsp. sugar.
Stir.
Add one package of yeast.
Set aside.

Observation 3: Fill jar #3 with warm water (about 91 °F).
Add 1 tsp. sugar.
Stir.
Add one package of yeast.
Set aside.

Observation 4: Fill jar #4 with very hot water (over 160 °F).
Add 1 tsp. sugar.
Stir.
Add one package of yeast.
Set aside.

Allow the jars to stand for 20 minutes.
Observe and compare the four jars. Record your observations below.



Jar #1

Jar #2

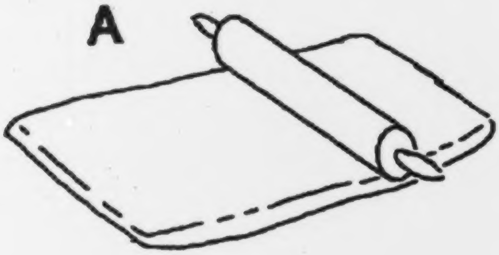
Jar #3

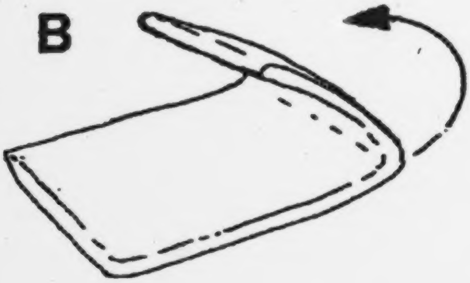
Jar #4

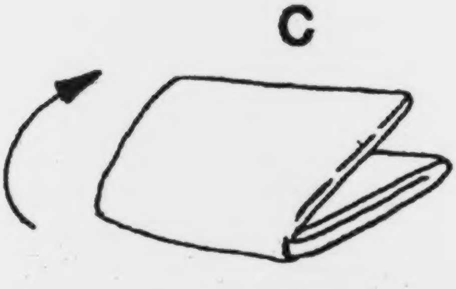
Write a brief paragraph applying this laboratory experience to baking with yeast. Answer the question, "What have you learned?"

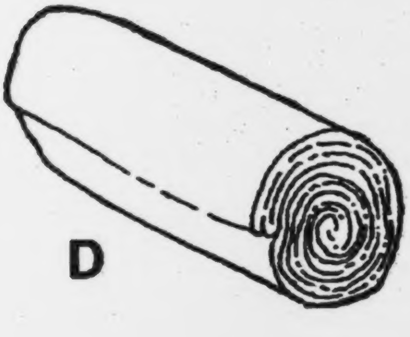
Plain Loaf Bread

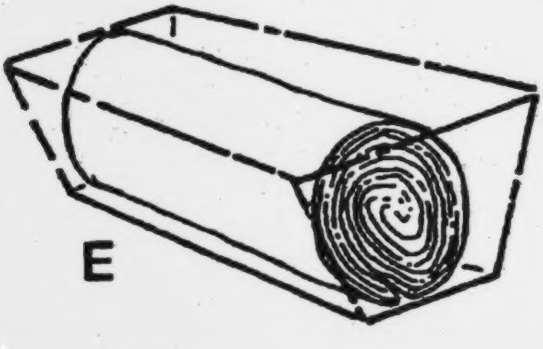
A. Roll dough into a rectangle.
B. Fold one-third of rectangle over center.
C. Fold remaining one-third of rectangle over center.
D. Roll the dough up from the short side. Pinch seams together.
E. Place in pan with seam on the bottom.











Braided Loaf

A. Cut dough into three equal pieces.
B. Sprinkle pieces with flour.
C. Roll each piece of dough into a long thin round strip.
D. Line up the three strips. Place strip 1 over 2.
E. Place strip 3 over 1. Place strip 2 over 3. Place strip 1 over 2. Continue alternating outside strips.
F. Seal the three strips together at each end of the braid.
G. See finished braid with sealed ends.

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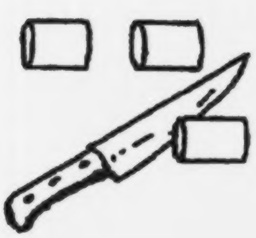

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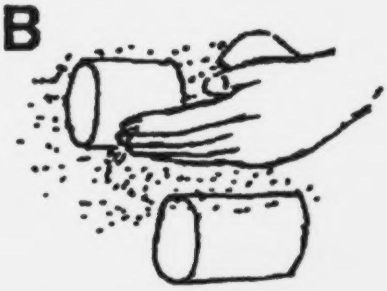

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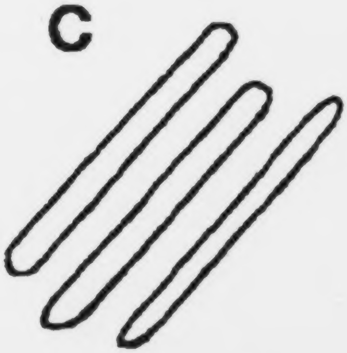

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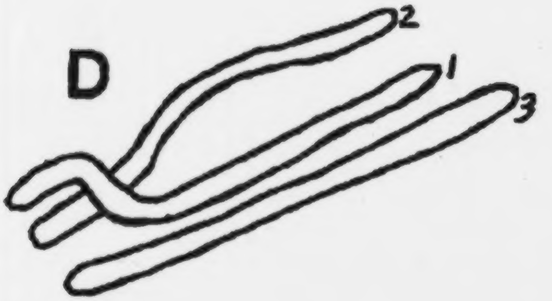

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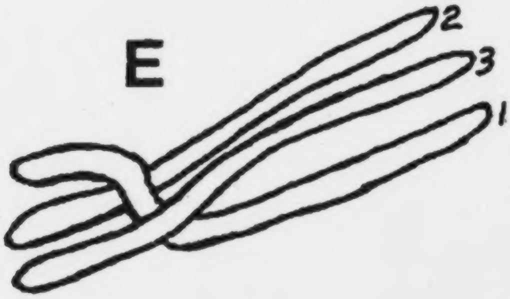

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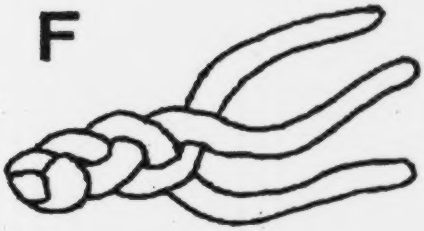

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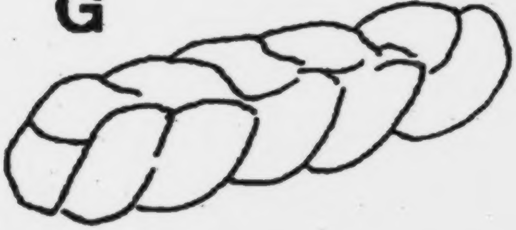
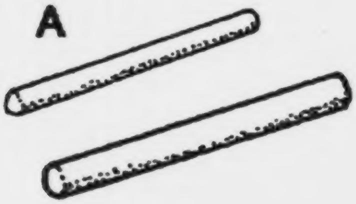


Cloverleaf Rolls

A. Shape dough in long rounded strips.
B. Cut the strips into small equal pieces.
C. Round each piece into a small shape.
D. Place three pieces in each greased muffin cup.
E. Let rise, then bake.
F. See finished cloverleaf roll.

A



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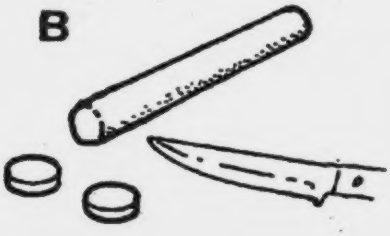

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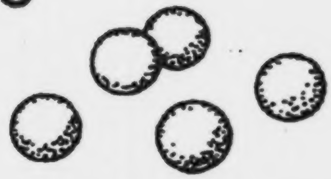

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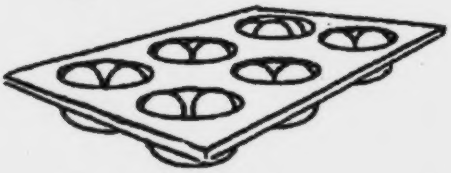

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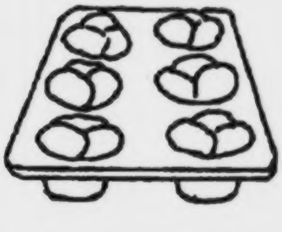

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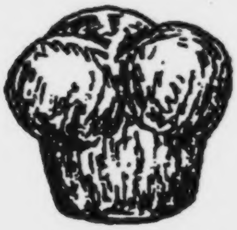

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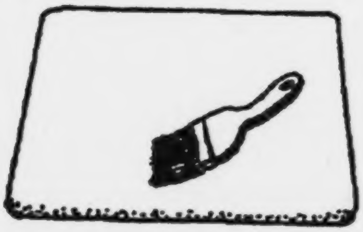
Butterflake Fans

A. Roll dough into a square and spread with melted butter.
B. Slice into strips about 1 1/2 inches wide.
C. Build a stack of six strips.
D. Cut through the stack about every 1 1/2 inches to form rolls.
E. Place rolls in greased muffin pans, cut side up. Let rise. Bake.
F. See finished Butterflake Fan.

A



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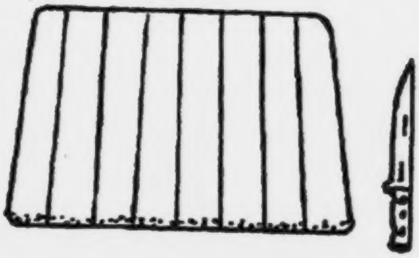

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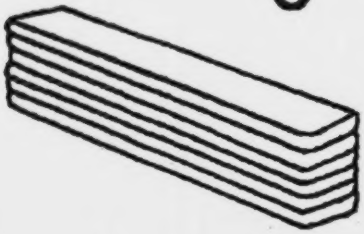

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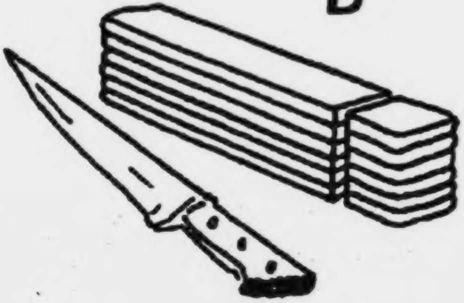

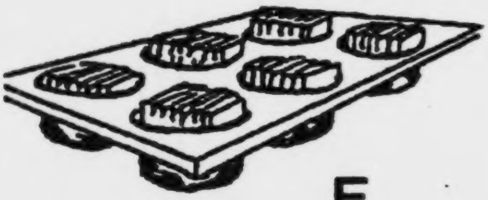

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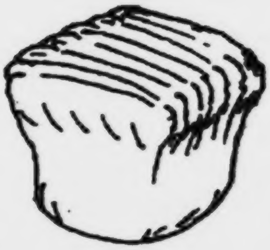

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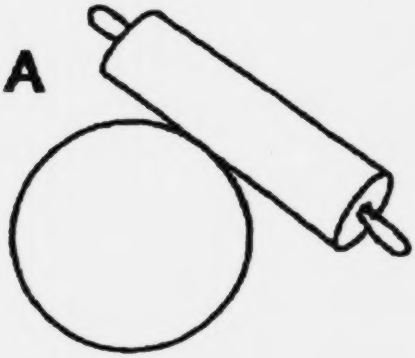
Crescent Rolls

A. Roll dough into an even circle about 12 inches in diameter.
B. Brush the dough with melted butter and margarine.
C. Use a sharp knife and cut the circle into 16 equal pie-shaped wedges.
D. Roll each wedge tightly, beginning at the wide end. The point will be in the middle of the roll.
E. Place rolls on greased baking sheet with points underneath. Curve to form crescent shape. Let rise. Bake.
F. See finished crescent roll.

A



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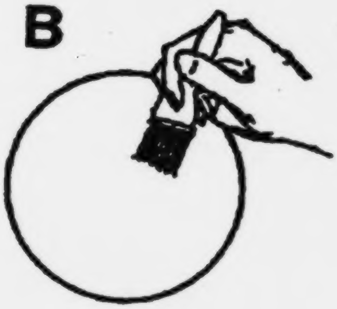

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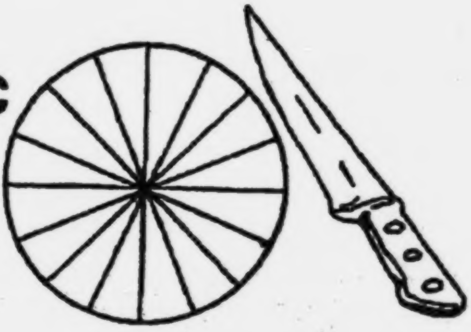

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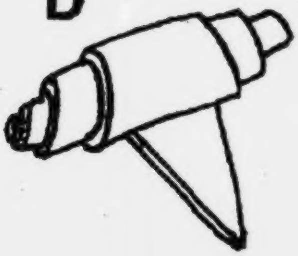

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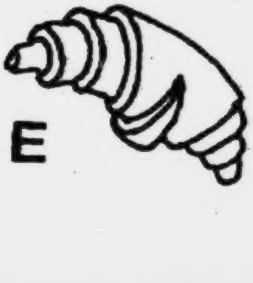
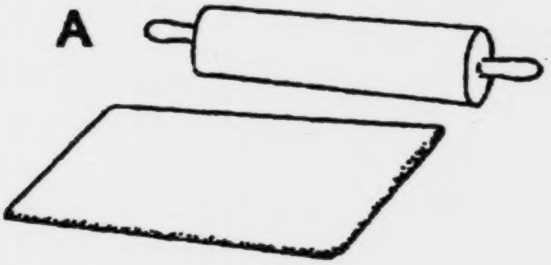


Cinnamon Rolls

A. Roll dough into a square. Sprinkle with cinnamon and sugar.
B. Roll tightly. Pinch seam to seal. Wash with mixture and beaten egg.
C. Slice the rolled dough into slices about 1/2 inch thick.
D. Place in pan. Brush with melted butter and margarine and let rise.
E. Bake. Apply a powdered sugar glaze after baking, if desired.

A



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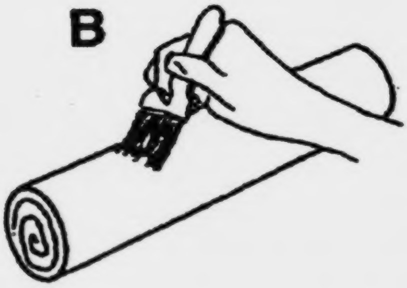

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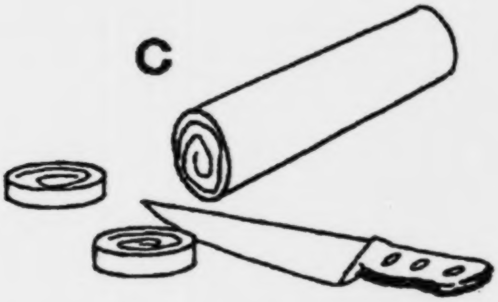

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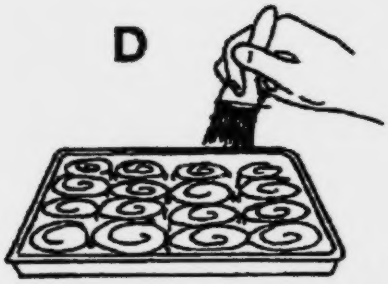

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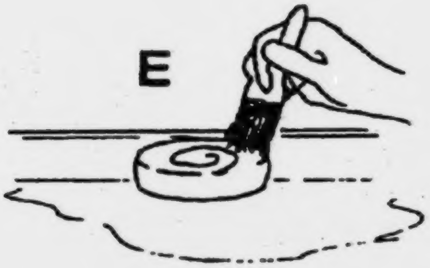
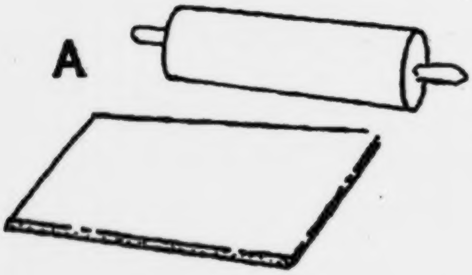


Coffee Rings

A. Roll dough into a rectangle. Sprinkle with cinnamon and sugar.
B. Roll from the long side into a tight roll. Wash with mix of water and egg.
C. Transfer roll of dough to the greased baking pan and form into a circle, connecting ends together.
D. Cut slashes at 1 to 1 1/2 inches apart and within 1 inch of center. Each slashed strip may be twisted slightly on the outside edge, if desired.
E. Let rise. Apply a powdered sugar glaze, if desired, after baking.

A



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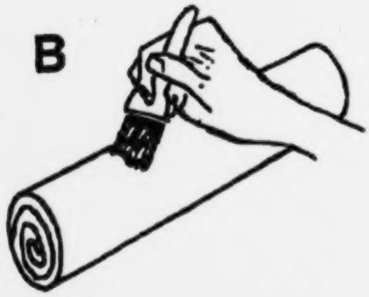

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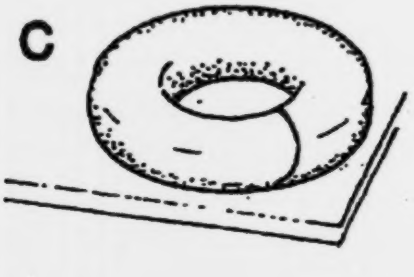

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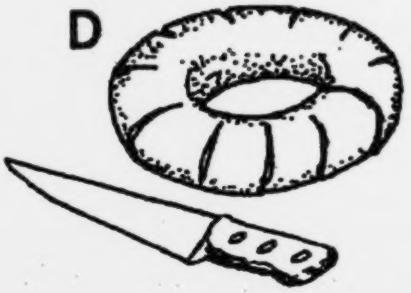

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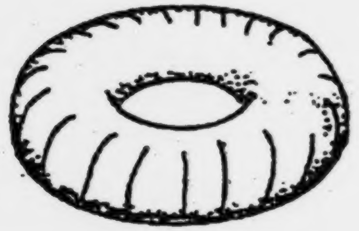
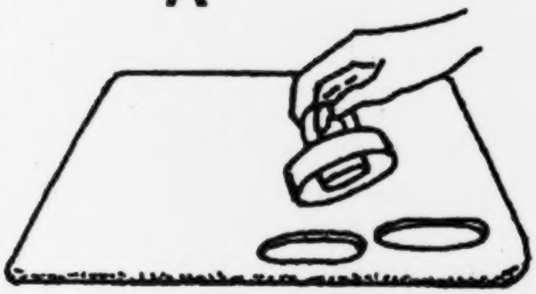


Doughnuts

A. Roll dough into a rectangle or square. Use a doughnut cutter to cut doughnuts.
B. Proof doughnuts for 15–20 minutes.
C. Cook doughnuts a few at a time in hot, deep fat, turning once.
D. Sprinkle with sugar or apply a powdered sugar glaze, if desired.

A



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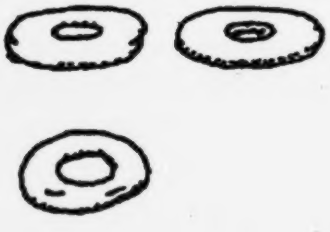

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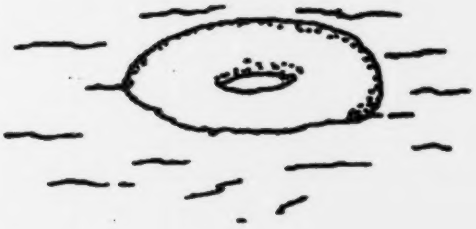

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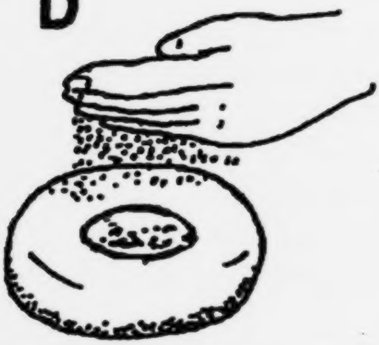
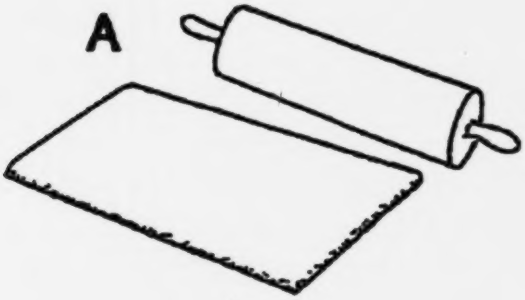


Danish Pastry

A. Roll dough into a rectangle. Sprinkle lightly with flour.
B. Fold in half.
C. Slice into strips about 1 inch wide.
D. Beginning at the fold in the strip, twist the two pieces around each other.
E Arrange the twisted dough on a greased baking sheet in the shape of a snail.
F. Place jelly or jam in the center of each roll. Proof and bake.
G. After baking, apply powdered sugar glaze in a crisscross design.

A



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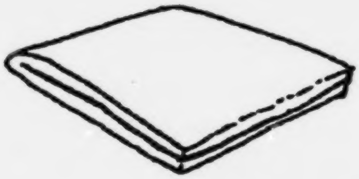

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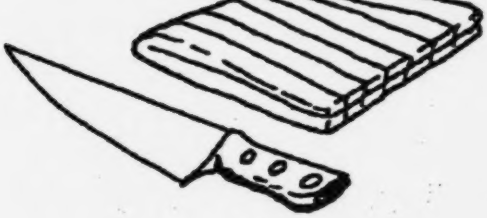

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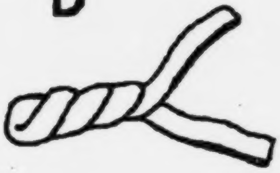

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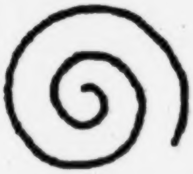

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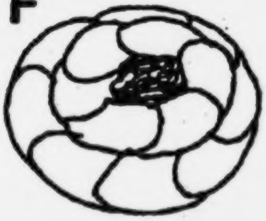

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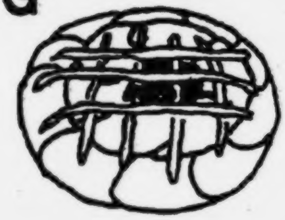

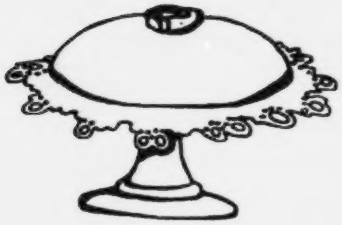

Guidelines for Dessert Storage

Type of Dessert	Storage
Fresh and Canned Fruits	*Fresh*: Air tight and cool place or whole fresh fruits at room temperature. *Canned*: Room temperature.
Gelatins	Covered in refrigerator to prevent absorption of odors and flavors. Air tight containers prevent drying.
Puddings and Custards	Cool in refrigerator. Seal air tight.
Ice Cream, Parfaits, and Mousses	Hard frozen at 0°F or below. Serving temperature 8°-15°F. Store tightly covered.

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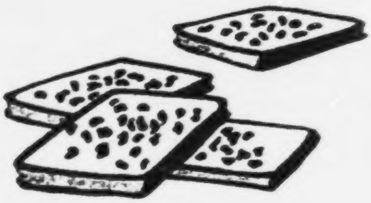
Cookie Characteristics

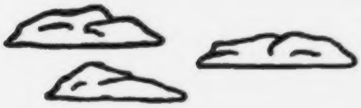
Bar cookies should…

- be even in size and shape.
- have a thin crust.
- be moist in texture.



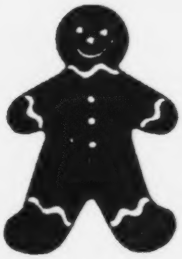
Drop cookies should…

- be mounded/rounded in shape.
- be uniform in size.
- be lightly browned.



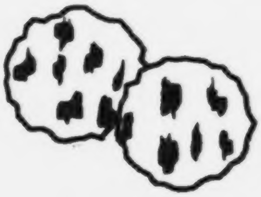
Rolled cookies should…

- be the shape of the cutter.
- be lightly browned.
- have a texture characteristic for the type of cookie.



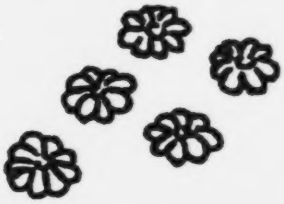
Refrigerator cookies should…

- be thin and even in shape.
- have a crisp texture.
- be lightly browned.



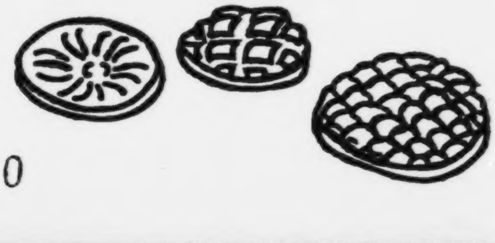
Pressed cookies should…

- be shaped in a definite pattern.
- have light brown edges.
- have a crisp texture.



Molded cookies should…

- be uniform in size.
- be well-shaped.
- be lightly browned.
- have a crisp texture.



TA 111

Tips for Baking Cakes

- √ Bake on center oven rack.
- √ Preheat oven.
- √ Use correct pan size.
- √ Have ingredients at room temperature.
- √ Use proper measuring utensils for liquid and dry ingredients.
- √ Grease pans with shortening; lightly dust with flour. Don't grease pans for sponge-type cakes.
- √ Follow recipe instructions carefully.
- √ Stagger pans so they don't touch. If they are on separate racks, stagger them so air can circulate.
- √ To test for doneness, insert a wooden toothpick in the center; the cake is done if the toothpick comes out clean.
- √ Cool cakes in pan: 10 minutes for layer cakes, 15 minutes for tube cakes. Invert onto wire racks to cool completely. Then decorate.

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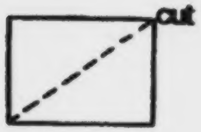
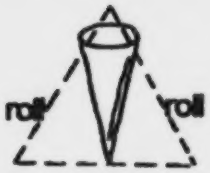
Parchment Decorating Bags

Cutting and folding a parchment paper bag:

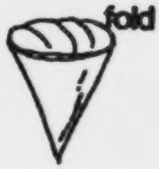
1. Cut a square of parchment paper in half diagonally to form a triangle.



2. Roll the triangle to form a cone.

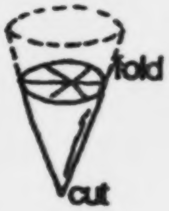


3. Fold the edge of the paper into the bag.

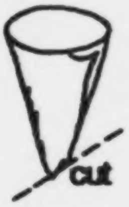


Cutting the decorative tip:

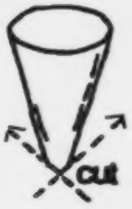
1. Writing tip: Cut a small hole about 1/8″ to 1/4″ straight across at the bottom of the bag with scissors.



2. Rosebud tip: Cut one side of point only. Cut 1/2″ from center point angled to the outside of the bag.



3. Leaf tip: Cut both sides of the bag's point equally. Cut 1/4″ from the center point to each outside edge.



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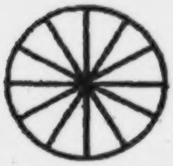
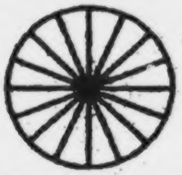
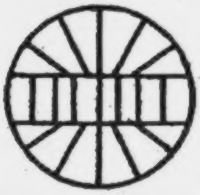
Cutting Cakes



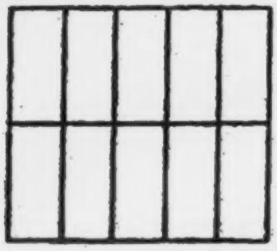
8" Round Layer Cake
(12 servings)



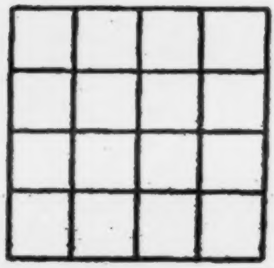
9" Round Layer Cake
(16 servings)



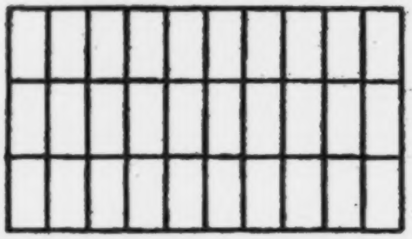
10" Round Layer Cake
(20 servings)



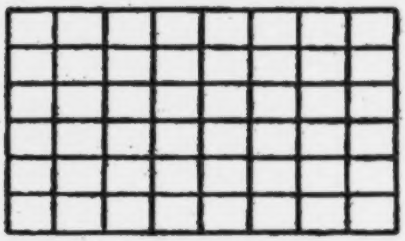
8" x 8" Square Cake
(10 servings)



9" x 9" Square Cake
(16 servings)



9" x 13" Rectangle Cake
(30 servings)



18" x 25" Rectangle Cake
(48 servings)

Lab Group Members: ____

____

Laboratory Experience: Shortening and Piecrusts

Directions: Prepare the following to determine the difference varying amounts of shortening can make in piecrusts. Follow the proportions for making the piecrust according to the Lab number assigned by the teacher.

Equipment:

- √ dry measuring cups
- √ measuring spoons
- √ fork or pastry cutter
- √ knife
- √ oven preheated to 350°F
- √ liquid measuring cups
- √ mixing bowl
- √ rolling pin and board
- √ baking sheet
- √ plate labeled according to lab instructions

Lab 1: 70% shortening, flaky method

Ingredients

- √ 1 cup flour
- √ 1/2 cup shortening
- √ 1/2 tsp. salt
- √ 2 Tbsp. ice water

Instructions

1. Measure half the shortening and all the flour in a mixing bowl.
2. Use a fork or pastry cutter to cut in the shortening until large lumps form.
3. Add the remainder of the shortening. Cut mixture until lumps are the size of small peas.
4. Dissolve the salt in the ice water. Blend the water with the flour mixture until all the water has been absorbed.
5. Let the dough rest for 1 hour.
6. Roll out the dough. Cut the dough into strips approximately 3-inches wide and 8-inches long.
7. Place the dough strips onto a baking sheet.
8. Bake at 350°F for 10-15 minutes.
9. Remove strips from the oven and place on a plate labeled, "70% shortening, flaky method."

Laboratory Experience: Shortening and Piecrusts, cont'd.

Lab 2: 50% shortening, flaky method

Ingredients

√ 1 cup flour
√ 1/3 cup shortening
√ 1/2 tsp. salt
√ 2-1/2 Tbsp. ice water

Instructions

Follow the same steps outlined in Lab 1.
For #9, label the plate, "50% shortening, flaky method."

Lab 3: 50% shortening, mealy method

Ingredients

√ 1 cup flour
√ 1/3 cup shortening
√ 1/2 tsp. salt
√ 2 Tbsp. ice water

Instructions

1. Divide the flour into 1/4 cup and 3/4 cup.
2. Measure the 3/4 cup of flour into a mixing bowl. Use a fork or pastry cutter to cut in the shortening until the flour texture is like coarse cornmeal.
3. Dissolve the salt in the water. Blend the water mixture with 1/4 cup of flour to make a smooth paste.
4. Blend the paste with the flour-shortening mixture until the water is completely absorbed.
5. Let the dough rest for 1 hour.
6. Roll out the dough. Cut the dough into strips approximately 3-inches wide and 8-inches long.
7. Place the dough strips onto a baking sheet.
8. Bake at 350°F for 10-15 minutes.
9. Remove strips from the oven and place on a plate labeled, "50% shortening, mealy method."

Lab Group Members: ____________________

Laboratory Experience: Thickeners Used in Fruit Pies

Directions: Prepare the following to compare different thickeners used in fruit pies. Follow the instructions for the lab experiment 1, 2, or 3 as assigned by the teacher.

Equipment

- liquid measuring cup
- dry measuring cups
- saucepan with lid
- spoon
- beverage glass or other glass container

Ingredients

- Cornstarch **OR** waxy maize **OR** instant starch
- Apple juice, chilled
- Granulated sugar

Instructions

Lab Experiment 1

1. Pour 1 cup of apple juice into the saucepan.
2. Add 3/4 cup of sugar. Stir. Bring to a boil.
3. In a separate container, mix 2 Tbsp. of cornstarch with the remaining 2 cups of chilled apple juice.
4. Pour the mixture from step #3 into the saucepan, mixing it with the hot juice.
5. Boil the liquid until thick, stirring constantly.
6. Prepare a deep pan or sink by filling with cold water.
7. Cover the saucepan. Place the pan in cold water to cool, stirring occasionally.
8. Pour the cooled liquid into a beverage glass or other glass container. Label the container, "Lab Experiment 1."

Lab Experiment 2

Follow the instructions as provided for Lab Experiment 1. Making the following adjustments:

- For Step 3: Substitute 2 Tbsp. waxy maize for the cornstarch.
- For Step 8: Pour the cooled liquid into a beverage glass or other glass container. Label the container, "Lab Experiment 2."

Lab Experiment 3

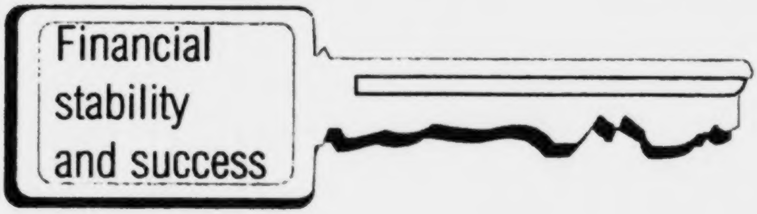
1. Pour 1 cup of apple juice into the saucepan.
2. Add 1/2 cup of sugar. Bring to a boil, stirring until the sugar is dissolved.
3. Cool the liquid to room temperature. **Note:** placing the saucepan in the freezer compartment of the refrigerator can speed up the cooling process.
4. Add 2 Tbsp. of instant starch to cooled liquid.
5. Stir until thick.
6. Pour the cooled liquid into a beverage glass or other glass container. Label the container, "Lab Experiment 3."

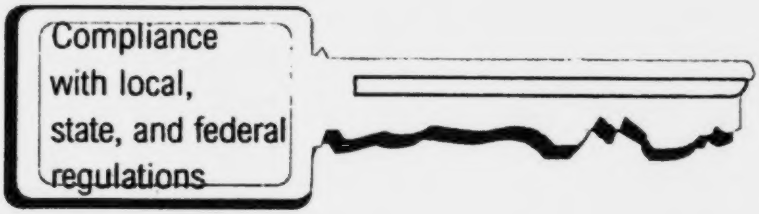
TA 116

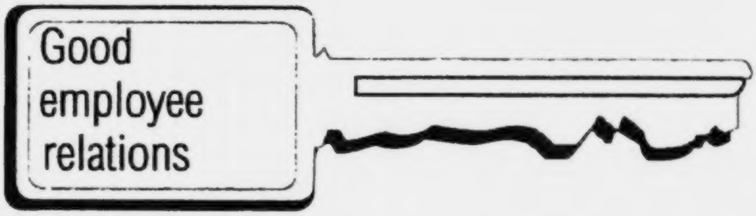
Management is...

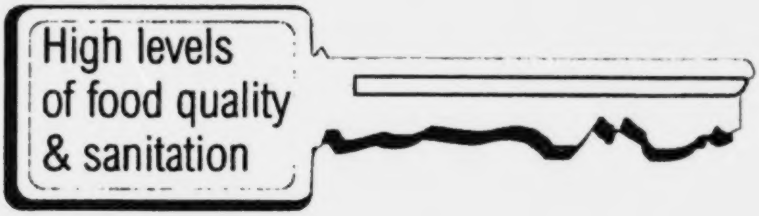
TA 117

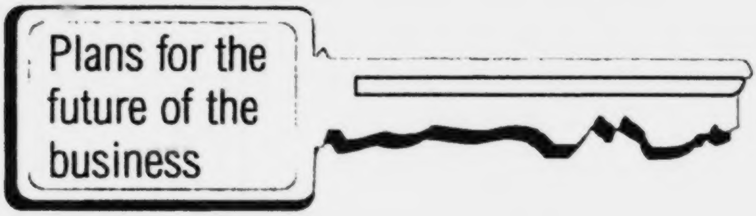
Keys to Successful Foodservice Organization

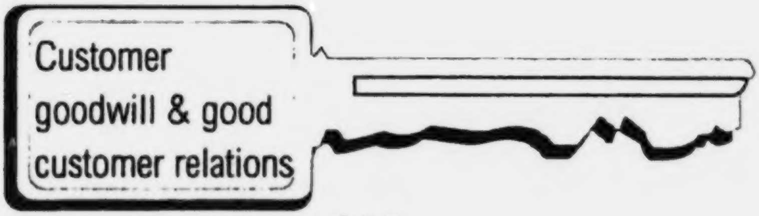

Financial stability and success


Compliance with local, state, and federal regulations


Good employee relations


High levels of food quality & sanitation


Plans for the future of the business


Customer goodwill & good customer relations

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Cycle Menu Chart

- Example of five sets of cycle menus charted as to week of year to be served.

Set I	Sept. 6	Oct. 11	Nov. 15	Dec. 27	Jan. 31	Mar. 6	Apr. 10	May 15
Set II	Sept. 13	Oct. 18	Nov. 22	Jan. 3	Feb. 7	Mar. 13	Apr. 17	May 22
Set III	Sept. 20	Oct. 25	Nov. 29	Jan. 10	Feb. 14	Mar. 20	Apr. 24	May 29
Set IV	Sept. 27	Nov. 1	Dec. 6	Jan. 17	Feb. 21	Mar. 27	May 1	June 5
Set V	Oct. 4	Nov. 8	Dec. 13	Jan. 24	Feb. 28	Apr. 13	May 8	June 12

PRICING A HAMBURGER PLATE

The menu description for a hamburger plate reads, "A quarter pound of grilled lean round beef served on sesame bun, with lettuce, tomato, and onion accompanied by a side of french fries."

List of Items and their AP Costs:

Lean ground round at $2.49 per pound

Sesame buns at $1.10 per dozen

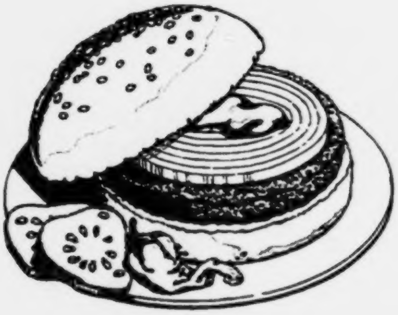
Lettuce at $18 for a case of 24 heads

Tomato for $9.00 for a 5 x 6 lug

Onion at $7.50 for 50 pounds

Pickle at $5.00 per gallon

French fries at $.50 per pound



Costs based on repeated yield tests are as follows:

Ground round: $2.49/4 = $.62

Buns: $1.10/12 = $.09

Lettuce: (20 portions per head) $18/24 = $.75/20 = $.04

Tomato: $9.00/30 = $.30 each/5 portions per tomato = $.06

Onion: 50 pounds yields 45 edible product. Cost per servable pound = $7.50/ 45 = $.17; (portion 2 oz.) = $.17/16x2= $.02

Pickle: $5.00/75 potions = $.07

French fries: $.50/2 = $.25

Total Price of the Hamburger Plate = $1.15

Compare the costs of the hamburger plate with items purchased in a grocery store.

Effective Food Buyers

Foodservice managers must have a definite plan for purchasing food and supplies. The following steps are recommended:

1. Determine what is needed.

2. Determine the quality and quantity desired for each item.

3. Obtain price information periodically from several sources.

4. Select the supplier and place the order.

5. Follow up on the order, if needed.

Searching for Jobs Through the Internet

Name: ______________________________

Web Site: ______________________________

Outlook for Occupations:

Entry-level Positions to Consider: (select at least five)

	Position Wages	Qualifications	Job Description
1.			
2.			
3.			
4.			
5.			

Of the five positions, which one do you like the most? Least?

Compare the positions with another geographical area. Which area has the most positions available? Which area fits your needs?

Comments:

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How Consumer Choices are Influenced by Marketing Techniques

Directions: Examine the two collages that you are assigned to evaluate. Write a brief response to the following questions for each collage.

- What message is the advertisement or marketing strategy sending to the consumer?
- How did the advertisement or marketing strategy draw your attention?
- How are the different advertisements and marketing strategies similar?
- How are they different?
- How do these marketing strategies influence consumers?

Entrepreneurial Opportunities

Details to Students:

- Project must be in a folder or binder for grading
- Project must be typed or computer-generated
- Project may be for individuals or groups of two or three (no more than three in a group)

Project Components:

I. Title Page
   Your name (group member names if applicable)
   Business name
   Slogan or business logo
II. Table of Contents
   Content Pages:
      Business Description (Tell about your business)
         - philosophy statement or summary of goals
         - types of services
         - hours of operation
         - demographics (customers: consider age, gender, lifestyle)
         - community survey data/market research (You MUST develop a survey and survey at least 10 people to determine whether there is a need/want for your business. List, chart, graph, or present these results.)
      Facility (Use Teaching Aid 123c, Entrepreneurial Opportunities–Equipment and Supplies, to list items and estimate cost.)
         - floor plan
         - space (location, size, purchase or rent, home-based business, and other factors)
         - description (equipment, supplies, and so forth)
         - utilities (what is needed and how it is arranged)
         - emergency procedures (building evacuations, include for second story facility if necessary and handicapped adaptions)
      Organizational Chart (Employees)
         - job titles
         - tasks
      Funding for Business (amount of money needed and funding source)
         - methods/sources
         - fee structure/income

Entrepreneurial Opportunities, cont'd.

Budget (Use Teaching Aid 123d, Entrepreneurial Opportunities–Budget, to list products or services and calculate a total profit or loss.)
- income (initial set up and monthly expenses)
- expenditures (include percent of home business, advertising, employee benefits, supplies, equipment, taxes, and other expenses)
- supplies and equipment include the following list:
    - suppliers
    - inventory
    - maintenance and repair
    - replacement costs

Personnel Management
- hiring procedures
- salaries and benefits
- policies and procedures
- evaluations /appraisals

Laws, Regulations, and Codes
- health
- environment
- fire
- insurance
- zoning
- local, county, state codes

Advertising/Recruitment
- advertising plan
- sample advertisements (can be written, computer generated, videotaped)
- plan for recruiting customers/clients
- special events

Resources Used

III. Floor Plan (if applicable)

Prepare an Oral Presentation of Projects.

ENTREPRENEURIAL OPPORTUNITIES—EQUIPMENT AND SUPPLIES

# Item	Borrow	Buy Used	Buy New	Estimated Cost
			Total	

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TA 123d

ENTREPRENEURIAL OPPORTUNITIES–BUDGET

BUDGET—EXPENSES

Product or Services	# per Week	Cost per Item	Total

Total ☐

BUDGET—EXPENSES

Product or Services	# per Week	Cost per Item	Income per Item

Total ☐

PROFIT/LOSS

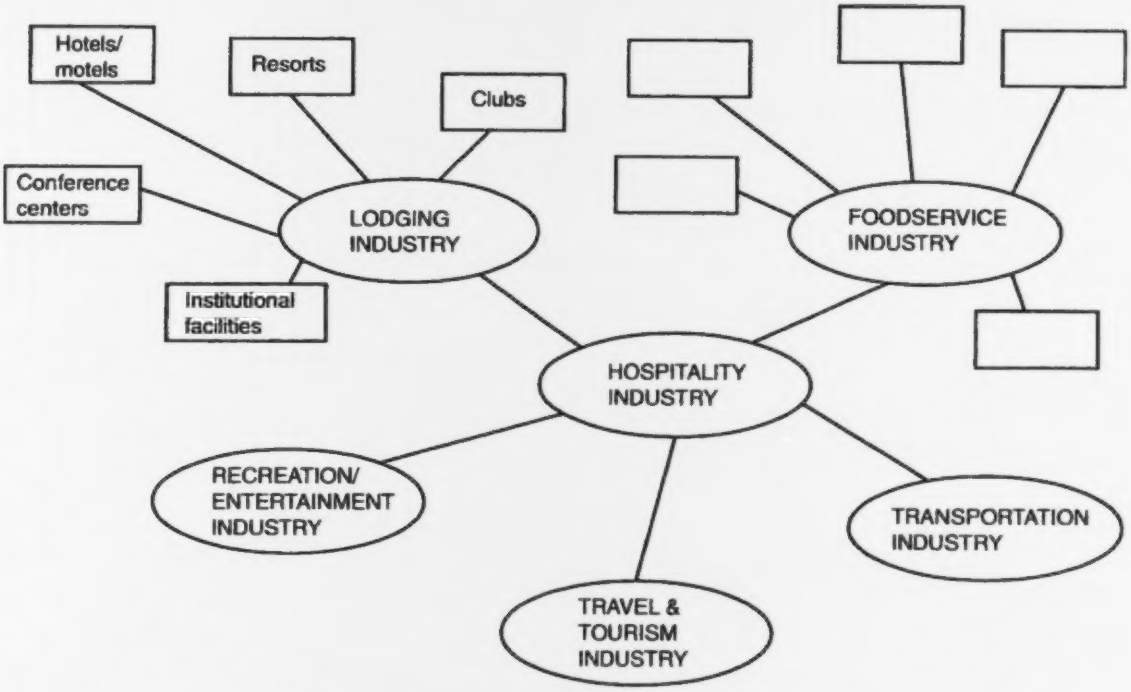
Income ____________________

Expenses ____________________

Total Profit ________________

Total Loss _________________

Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
Institutional facilities
LODGING INDUSTRY
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRANSPORTATION INDUSTRY
TRAVEL & TOURISM INDUSTRY

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GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:

- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:

- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:

- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**

2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.

3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.

4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.

5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.

6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.

7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.

8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.

9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Internet Terminology

AUP	*Acceptable Use Policy;* a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (**Note:** Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions;* files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

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Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

Content Specialization: Hospitality

Career Concentration: Food Production, Management, and Services

Examples of Family and Consumer Sciences Career Opportunities

ENTRY
High School Diploma

- Assistant Baker
- Assistant Cook
- Bartender Assistant
- Busperson
- Cafeteria Attendant
- Cashier
- Caterer's Assistant
- Checker/Inspector
- Cocktail Server
- Counter Attendant
- Dining Room Attendant
- Dishwasher
- File Clerk
- Fish Cleaners
- Food Concession Attendant
- Food Expediter
- Food Machine Operators/Tenders
- Food Processing Plant Workers
- Food Product Demonstrator
- Food Product Promoter
- Food Sales Representative
- Host/Greeter
- Kitchen Assistant
- Pastry Cook
- Peace Corps/VISTA Volunteer
- Poultry Cutters/Trimmers
- Short Order Cook/Prep Cook
- Storeroom Attendant
- Supply Clerk
- Waitperson/Server

TECHNICAL
Postsecondary Education

- Assistant Banquet Manager
- Assistant Food and Beverage Manager
- Assistant Human Resources
- Assistant Restaurant Manager
- Baker
- Bartenders
- Business Owner
- Cafeteria Supervisor
- Chef
- Cook
- Dining Room Manager
- Employee Relations Manager
- Employment Manager
- Executive Assistant Manager
- Executive Steward
- Food Assembler
- Food Ingredient Sales
- Foodservice/Banquet and Restaurant Managers
- Head Waitperson/Server
- Host/Greeter
- Human Resources Generalist
- Kitchen Supervisor
- Meat Cutter/Butcher
- Production Manager
- Purchasing Agent
- Sales Representative
- Slaughterers/Meatpackers
- Specialty Cook
- Teacher's Assistant
- Training Manager

PROFESSIONAL
College/University Graduate

- Advertising Director
- Buyer/Purchasing Agent
- Catering Manager
- Chain Executive
- Controller/Auditor
- Corporate Manager
- Executive Chef
- Family and Consumer Sciences Educator
- Family and Consumer Sciences Extension Agent/Director
- Food Editor
- Food Marketing Group Representative
- Food Production Manager
- Food Safety Analyst
- Foodservice Director
- Food Stylist/Photographer
- Grocery Store Consultant
- Hospital/Health Care Foodservice Director
- Menu-maker
- Nursing Home Foodservice Manager
- Personnel Director
- Quality Control Specialist
- Recipe Development Director
- Sales and Marketing Director
- Sales Worker Manager
- School Foodservice Director
- Sous Chef
- Supermarket Department Manager
- Training Director
- Wine Steward
- Writer/Developer of Educational Materials

Search Engines for Internet Activities

Alta Vista
altavista.com

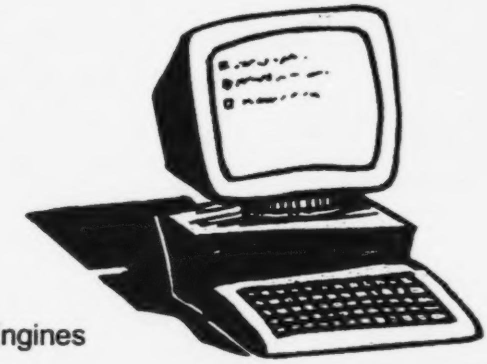
Global Schoolhouse
Directory of Internet Search Engines
www.globalschoolnet.org/resources/allsearch.html

Google
www.google.com

LookSmart
www.looksmart.com

Lycos
www.lycos.com

Mamma.com- The Mother of All Search Engines
www.mamma.com



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PT 130

Sample Food Production Lab Rotation

Food Preparation and Production Skills and Techniques **Emphasis and Duties:**			
	FRYER STEAM TABLE TABLE SET-UP SWEEP/MOP CLEAN FRYER CLEAN STEAM TABLE	GRILL CHAR BROILER SANDWICH PREP. CLEAN MAJOR EQUIP. SANITIZE TABLES	HOBART MIXER CONVECTION OVEN FOOD SLICER BEVERAGES CLEAN MAJOR EQUIP. POT SINK/DISHES
Day 1	**Group #1:** Table set-up French fries Serve plates Clean equipment Clean prep area Sweep/mop	**Group #2:** Hamburgers—meat and buns Clean equipment Clean prep area Sanitize tables Laundry	**Group #3:** Cookies—mix and bake Slice tomatoes Wash and cut lettuce Prepare beverages Bus tables Clean equipment Clean prep area Wash and store serviceware
Day 2	**Group #2:** Apple Empanadas Table set-up Serve plates Clean equipment Clean prep area Sweep/mop	**Group #3:** Grill chicken or beef Grill onion and peppers Clean equipment Clean prep area Sanitize tables Laundry	**Group #1:** Warm tortillas Corn bread—mix and bake Slice onion and peppers Grate cheese Prepare beverages Bus tables Clean equipment Clean prep area Wash and store serviceware
Day 3	**Group #3:** Banana or apple fritters Table set-up Serve plates Clean equipment Clean prep area Sweep/mop	**Group #1:** Breakfast meats—bacon, sausage, ham Clean equipment Clean prep area Sanitize tables Laundry	**Group #2:** Baked eggs Grate cheese Slice oranges for garnish Prepare beverages Bus tables Clean equipment Clean prep area Wash and store serviceware

PT 131

Food Production Lab Evaluation

Name: ______________________________ Lab: ______________

Instructor: ______________________________ Date: ______________

Rating Scale

5 = Excellent, 4 = Better than Average, 3 = Average, 2 = Less than Average, 1 = Poor

Maximum Points: 100

Criteria Rating

Sanitation					
1. Hand washing	5	4	3	2	1
2. Plastic gloves/serving tools	5	4	3	2	1
3..Hair restraint (i.e., hairnet)	5	4	3	2	1
4. Apron/chef's coat	5	4	3	2	1
Safety					
5. Adhered to safety rules and guidelines	5	4	3	2	1
6. Proper uniform/dress	5	4	3	2	1
7. Stayed in assigned area	5	4	3	2	1
Attitude					
8. Demonstrated positive attitude 100% of the time	5	4	3	2	1
9. Stayed on task 100% of the time	5	4	3	2	1
10. Worked as a team player/assisted others	5	4	3	2	1
11. Worked independently	5	4	3	2	1
Duties					
12. Equipment selection	5	4	3	2	1
13. Use of equipment	5	4	3	2	1
14. Measuring techniques	5	4	3	2	1
15. Mixing/slicing/food preparation	5	4	3	2	1
16. Food preparation time-and-temperature principle followed	5	4	3	2	1
17. Food storage time-and-temperature principle followed	5	4	3	2	1
18. Cleanliness of facility/food prep area	5	4	3	2	1
19. Cleanliness of equipment/serviceware	5	4	3	2	1
20. Storage of equipment/serviceware	5	4	3	2	1
Total of each column	5	4	3	2	1

Overall Rating: __________

Comments: ____

PT 132

Student Performance Evaluation

Teacher Name ____________________ High School ____________________ School Telephone #________

Student Name ______________________________ Training Station ______________________________

Evaluation For ________ 6-Weeks

	Outstanding	Above Average	Average	Below Average	Unsatisfactory
Accuracy Neatness Thoroughness Economy	Consistently Superior	Sometimes Superior	Consistently Satisfactory	Often Unacceptable	Consistently Unsatisfactory
Quantity of Work	20 19 18	17 16 15 14	13 12 11 10 9 8	7 6 5 4	3 2 1
Productivity	Consistently Exceeds Requirements	Often Exceeds Requirements	Meets Requirements	Often Below Requirements	Consistently Below Requirements
Dependability	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
Follows instructions Judgement Punctuality & Attendance	Consistently Dependable	Dependable Most of the Time	Ordinarily Dependable	Not Often Dependable	Consistently Undependable
Cooperation	15 14	13 12 11	10 9 8 7 6	5 4 3	2 1
With supervisor With other employees	Consistently Motivates and Assists Others	Quick to Volunteer and Assist	Generally Works Well With Others	Seldom Works Well With Others	Does Not Work Well With Others
Initiative	10	9 8	7 6 5	4 3	2 1
Ingenuity Self-reliance Planning Ambition	Consistently Strives to Learn and Improve	Often Keeps Self Occupied	Sometimes Finds Work For Self	Seldom Finds Work Without Supervision	Needs Constant Supervision
Self-improvement	10	9 8	7 6 5	4 3	2 1
Interest Observation Questions Study	Consistently Studious and Interested	Often Inquires and Observes	Fairly Inquisitive and Studious	Seldom Asks Questions	Never Exhibits Interest in Learning and Improving
Personal Qualities	10	9 8	7 6 5	4 3	2 1
Appearance Courtesy Friendliness Expression	Consistently Inspires Confidence and Rapport	Well Liked and Respected	Usually Gets Along With Others and Makes Fair Impression	Seldom Attracts Respect from Others	Creates Antagonism Among Others

Note: Maximum number of points = 100

Comments ______________________________

____

____

Recommended Continued Training Placement ☐ Yes ☐ No

Evaluated by: ____________________ Date ________
(Supervisor)

Food Production Rotation Schedule
Management Responsibilities

Directions: Use the following chart for documenting food production activities and labs (e.g., hosted teas, luncheons, and cleanup duties). Write student names in each of the blocks to ensure rotation for each of the management positions.

Type of Food Production Activity								
Date								
Manager								
Assistant Manager								
Sanitation Manager								
Sanitation Assistant								
Sanitation Engineer								
Sanitation Engineer Assistant								
Laundry Manager								
Baker								
Baker Assistant								
Lead Cook								
Assistant Cook								
Short Order Cook								
Production Line								
Produce Chef								
Inventory Clerk								
Teacher Assistant								

The Hornets' Inn

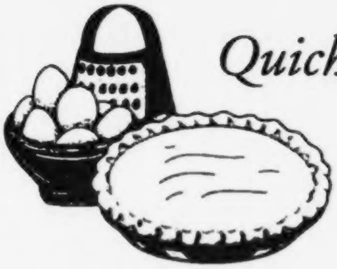
WILL SERVE FACULTY AND STAFF

DAY: __________ DATE: ____________

PRICE: ________ PLATE PER PERSON

Join us for something

Light and Refreshing



Quiche Lorraine or Seafood Quiche

Ceasar Salad

Bread Sticks

Fruit Compote

Iced Tea Coffee

Return this portion for your reservation

Name____

I will attend the following lunch:

____Pre-Lunch (11:00)
____A-Lunch
____B-Lunch
____C-Lunch

Please save for me a serving of:
____Quiche Lorraine
____Seafood Quiche

RESERVATIONS REQUIRED

Please return the lower portion of this form to:

____

by (date):______________

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PT 135a

Student Information Sheet

Name ______________________ Grade ______________

Phone # ____________________

Address ______________________________________

Parents'/Guardians' Names ______________________________

Address ____

Home Phone #'s _______________ _______________

Place of employment and work phone #'s

Mom ___________________ Phone # ____________

Dad ___________________ Phone # ____________

Are you employed? If so, where and how many hours a week do you work?

Are you involved in any school-related extra-curricular activities? If so, please list them below. If not, come get involved in Family, Career and Community Leaders Association. It's a blast!

Important School Information

School Locker # ____________________

Lab Locker # ________________________

Student ID # ________________________

1st Semester Schedule

Period	Class	Teacher	Room#

2nd Semester Schedule

Period	Class	Teacher	Room#

Student Lab Evaluation

NAME: ______________________________ PERIOD: __________________

*Total possible points = 100.

9-10	7-8	5-6	0-4
Reads directions independently or with group members/no questions asked	Directions repeated by instructor once only/few questions asked	Directions repeated by instructor more than once/requires much direction from instructor	Directions repeated by instructor/requires one-on-one assistance
Uses correct sanitation procedures/requires no reminders of correct guidelines	Uses correct sanitation procedures/ requires few reminders of correct guidelines	Requires review of correct sanitation procedures with much assistance from instructor	Uses inappropriate sanitation procedures after reviewing correct guidelines with instructor assistance
Demonstrates positive attitude 100% of the time	Demonstrates positive attitude/few complaints to others about work/lab duties	Fairly positive attitude/ complains to others about work/lab duties	Demonstrates negative attitude/attempts to discourage others
Stays on task 100% of the time	Stays on task/requires one reminder or set of directions from instructor during lab	Requires two reminders from instructor to stay on task during lab	Persists in off-task behavior
Can analyze product for any failures and correct for success if needed	Can analyze product for any failures and correct for success with very little assistance from instructor	Can analyze product for any failures and correct for success with assistance from instructor	Unable/unwilling to analyze product for failure and correct for success
Cleans workspace, stores equipment voluntarily	Requires only one reminder from instructor to clean workspace and store equipment	Requires at least two reminders from instructor to clean workspace and store equipment	Requires more than three reminders to clean workspace and store equipment
Team player/offers to assist others	Required only one reminder from instructor to participate as a team player	Required at least two reminders from instructor to participate as a team player	Fails to participate as a team player/fails to assist others

Additional comments:

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PT 137

Star Student

____

is a star student because...

____

______________________ ______________________
Date Instructor

Best of the Batch!

____

is best of the batch because...

____

____

____

Signed ______________________
Dated ______________________

PT 138

Lab #1

Lab Objectives:
To introduce students to the laboratory setting
To acquaint students with general laboratory techniques
To familiarize students with the use of convenience foods in meal preparation

Sample Menu:

Tuna Salad Sandwich
Chicken Salad Sandwich
Chocolate Pudding
Iced Water/Iced Tea

Focus on Nutrition: Basic food groups (Chapter 14)*

Safety and Sanitation:
Individual cleanliness (Chapter 12)
Sandwich spreads with mayonnaise (Chapters 13, 25)
Food holding temperatures (Chapters 17, 25)
Holding and storing desserts (Chapter 31)

Equipment Use and Operation Skills:
Dishwasher (Chapter 17)
Knives, spatulas (Chapter 18)
Scoop (Chapter 18)
Can opener (Chapter 16)

Food Preparation Techniques:
Assembly line method (Chapter 25)
Mixing (Chapter 31)
Portioning (Chapters 20, 32)
Types of sandwiches (Chapter 25)
Types of breads (Chapter 30)
Preparing iced water and tea (Chapter 21)
Garnishing (Chapters 20, 25, 31)

Foodservice Techniques:
Types of service: counter, fast food (Chapter 4)
One set price, two menu choices
Cashier at the beginning of the line

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book*.

Lab #2

Lab Objectives:
- To introduce students to food portioning guidelines
- To acquaint students with foodservice techniques associated with baked products
- To familiarize students with food preparation techniques associated with fresh vegetables

Sample Menu:

Submarine Sandwich
Tossed Salad
Cake
Iced Water/Iced Tea

Focus on Nutrition: Basic food groups (Chapter 14)*

Safety and Sanitation:
- Holding time and storing procedures for salads (Chapters 13, 24)
- Storing cakes (Chapter 32)

Equipment Use and Operation Skills:
- Knives (Chapter 18)
- Toaster (Chapter 16)
- Dishwasher (Chapter 17)

Food Preparation Techniques:
- Assembly line method (Chapter 25)
- Portioning (Chapters 20, 32)
- Types of sandwiches (Chapter 25)
- Preparing iced water and tea (Chapter 21)
- Garnishing (Chapters 20, 25, 31)

Foodservice Techniques:
- Types of service: counter, fast food (Chapter 4)
- One menu choice, individual items priced
- Cashier at the end of the line

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book*.

Lab #3

Lab Objectives: To introduce students to serving foods hot

Sample Menu:

Grilled Cheese Sandwich
Fresh Fruit Salad
Iced Tea/Milk
Packaged Cookies

Focus on Nutrition:
Fruits in the diet (Chapters 14, 28)*
Milk in the diet (Chapters 14, 21)
Cheese in the diet (Chapter 27)

Safety and Sanitation:
Food holding temperatures (Chapters 17, 25)
Holding time for fresh fruits (Chapter 28)
Storage of cheese (Chapters 13, 27)

Equipment Use and Operation Skills:
Grill/griddle (Chapter 16)
Refrigerator (Chapter 17)
Disposal (Chapter 17)

Food Preparation Techniques:
Assembly line method (Chapter 25)
Portioning (Chapter 20)
Types of sandwiches (Chapter 25)
Garnishing (Chapters 20, 25, 31)

Foodservice Techniques:
Types of service: counter, fast food (Chapter 4)
One menu choice, individual items priced
Cashier at the end of the line

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book*.

Lab #4

Lab Objectives: To simulate food production and services in a fast food establishment

Sample Menu:

Hamburger on a Bun
French Fried Potatoes
Iced Tea/Lemonade/Soft Drinks
Ice Cream

Focus on Nutrition:
Cooking with fats (types of fats) (Chapter 14)*
Fruit beverages compared to fruits (Chapter 21)
Milk in the diet (Chapters 14, 21)

Safety and Sanitation:
Storing frozen foods (Chapter 13)
Food holding temperatures (Chapters 17, 25)

Equipment Use and Operation Skills:
Grill (Chapter 16)
Deep fat fryer (Chapter 16)
Freezer (Chapter 17)
Ice maker (Chapter 16)
Soft drink dispenser (Chapter 16)

Food Preparation Techniques:
Portioning (Chapter 20)
Types of sandwiches (Chapter 25)
Garnishing (Chapters 20, 25, 31)
Cooking in fat (Chapter 28)
Fruit-based beverages (Chapter 21)
Soft drinks (Chapter 21)
Desserts (Chapter 31)

Foodservice Techniques:
Types of service: fast-food, takeout (Chapter 4)
One entree choice, several choices in beverage
Individual items priced
Cashier/waitperson at counter

NOTES:

*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #5

Lab Objectives:
To acquaint students with following a recipe
To familiarize students with recipe abbreviations
To introduce students to alterations in recipe use

Sample Menu:

Baked Potatoes Stuffed with
Chicken ala King or Beef and Mushroom Gravy
Fruited Gelatin Salad
Iced Tea/Iced Water

Focus on Nutrition:
Potatoes in the diet (Chapter 14)*
Baking vegetables (Chapter 28)

Safety and Sanitation: Food Preparation Guidelines (Chapter 13)

Equipment Use and Operation Skills:
Oven (Chapter 16)
Small equipment (Chapter 16)
Hot food unit (Chapter 17)
Molds or pans (Chapter 18)
Serving utensils (Chapter 18)
Refrigerator (Chapter 17)

Food Preparation Techniques:
Preparing sauces (Chapter 23)
Garnishing on a serving line (Chapter 7)
Baking vegetables (Chapter 28)
Gelatin (how preparation affects portioning) (Chapter 24)

Foodservice Techniques:
Type of service: cafeteria (Chapters 4, 7)
Two entrees, different prices
Individual items priced

NOTES:

*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #6

Lab Objectives: To familiarize students with use of convenience foods

Sample Menu:

Canned Tomato Soup
Hard Rolls
Cheese Slices and Ham Roll-ups
Prepared Macaroni Salad
Iced Tea/Lemonade/Fruit Punch

Focus on Nutrition: Basic food groups (Chapter 14)*

Safety and Sanitation:
Temperature sensitivity for cheese (Chapter 13)
Holding and storing meat (Chapter 26)
Holding and storing soups (Chapter 23)
Holding and storing salads (Chapter 24)

Equipment Use and Operation Skills:
Range top (Chapter 16)
Steam-jacketed kettles (Chapter 16)
Food slicer (Chapter 16)
Blender (Chapter 16)
Food handling tools (Chapter 18)

Food Preparation Techniques:
Using seasonings and spices (Chapter 20)

Foodservice Techniques:
Type of service: cafeteria (Chapter 7)
Serving soups (Chapter 23)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #7

Lab Objectives:
- To acquaint students with preparing breakfast foods
- To introduce students to table service techniques

Sample Menu:

Egg Casserole
Pork Sausage Links
Toast, Butter, and Jelly
Orange Juice/Tomato Juice
Coffee/Tea/Milk

Focus on Nutrition:
- Food Guide Pyramid (Chapter 14)*
- Egg nutrition/Cholesterol (Chapter 14)
- Pork nutrition/Protein (Chapter 14)
- Importance of breakfast (Chapter 14)

Safety and Sanitation:
- Egg safety (Chapter 13)
- Testing meat for doneness (Chapter 26)
- Holding and storing meat (Chapter 26)

Equipment Use and Operation Skills:
- Oven (Chapter 16)
- Coffee maker or urn (Chapter 16)
- Toaster (Chapter 16)
- Utensil selection (Chapter 18)
- Skillets/Baking pans (Chapter 18)

Food Preparation Techniques:
- Cooking with eggs (Chapter 27)
- Cooking pork (Chapter 26)
- Making coffee (Chapter 21)

Foodservice Techniques:
- Serving breakfast foods (Chapter 5)
- Type of service: table service (Chapter 5)
- Portioning (Chapter 20)
- Writing and placing orders (Chapter 5)
- Sidework routines (Chapter 6)
- Plating the food (Chapter 20)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #8

Lab Objectives: To acquaint students with quantity foods preparation

Sample Menu:

Tuna Noodle Casserole
Canned Peas
Hot Dinner Rolls
Coffee/Tea/Milk
Dessert Fruit Plate

Focus on Nutrition:
Food Guide Pyramid (Chapter 14)*
Canned vegetables (Chapter 28)
Selection procedures for fresh fruits (Chapter 28)

Safety and Sanitation:
Foodborne illness (Chapter 13)
Choosing and storing canned vegetables (Chapter 28)
Handling and storing fish (Chapter 26)
Handling and storing fresh fruits (Chapter 28)

Equipment Use and Operation Skills:
Steam table (Chapter 17)
Pot and pan sink (Chapter 17)
Range top (Chapter 16)
Roll warmers or drawer warmers (Chapter 17)

Food Preparation Techniques:
Can sizes (Chapter 20)
Vegetable seasonings and flavorings (Chapter 28)

Foodservice Techniques:
Type of service: cafeteria (Chapter 7)
Manual dishwashing (Chapter 17)
Serving hot breads (Chapter 30)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #9

Lab Objectives: To simulate tray service used in institutional settings, such as hospitals, nursing homes, or schools

Sample Menu:

Roast Turkey
Sweet Potato
Baked Apples
Tea/Milk/Buttermilk
Cooked Tapioca Pudding

Focus on Nutrition:
Minimum requirements for school menu patterns (Chapter 15)*
Medical Nutrition Therapy (Chapter 15)

Safety and Sanitation:
Selection of poultry (Chapter 26)
Handling and storing poultry (Chapter 26)
Cross-contamination concerns (Chapter 12)
Storing potatoes (Chapter 28)

Equipment Use and Operation Skills:
Hot food units (Chapter 17)
Cold food units (Chapter 17)

Food Preparation Techniques:
Poultry cookery (Chapter 26)
Baking fruits (Chapter 28)
Baking potatoes (Chapter 28)
Service of milk (Chapter 21)
Preparing milk desserts (Chapter 31)

Foodservice Techniques:
Types of service: tray service used in institutional settings (Chapters 4, 8)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #10

Lab Objectives: To review food preparation skills presented in earlier labs
To review food presentation skills

Sample Menu:

Chef Salad
Choice of Salad Dressings
Blueberry Muffins/Corn Muffins/Bran Muffins
Iced Tea/Milk/Iced Water
Apple Crisp

Focus on Nutrition: Food Guide Pyramid (Chapter 14)*

Safety and Sanitation: Preparing and storing salad ingredients (Chapter 24)
Holding and storing breads (Chapter 30)

Equipment Use and Operation Skills:
Scales (Chapter 16)
Measuring cups (Chapter 18)
Mixer (Chapter 16)
Salad case (Chapter 17)

Food Preparation Techniques:
Adapting quick bread mixes (Chapter 30)
Preparing salad dressings (Chapter 24)
Garnishing salads (Chapter 24)
Hard cooked eggs (Chapter 27)
Dessert preparation (Chapter 31)

Foodservice Techniques:
Type of service: cafeteria (Chapters 4, 7)
Salad assembly (Chapter 24)
Serving hot quick breads (Chapter 30)

NOTES:

*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #11

Lab Objectives:
To familiarize students with types of soups
To acquaint students with garnishing fruits

Sample Menu:

Soup and Bread Bar
Carrot and Celery Sticks
Iced Tea/Milk/Iced Water
Melon Balls

Soup Bar: French onion (clear), cream of potato (cream-base), gazpacho (cold)
Bread Bar: Corn bread, muffins, drop biscuits

Focus on Nutrition: Food Guide Pyramid/food groups (Chapter 14)*

Safety and Sanitation:
Holding time for soups (Chapter 13)
Knife skills (Chapter 18)

Equipment Use and Operation Skills:
Steam-jacketed kettles (Chapter 16)
Mixer (Chapter 6)
Vegetable peeler (Chapter 16)
Scoops (Chapter 18)
Double boiler (Chapter 18)
Broiler (Chapter 16)

Food Preparation Techniques:
Preparing quick bread batters (Chapter 30)
Preparing soups (Chapter 23)
Preparing melon balls (Chapter 22)

Foodservice Techniques:
Type of service: cafeteria (Chapters 4, 7)
Garnishing and serving soups (Chapter 23)
Garnishing and fruits presentation (Chapter 20)
Serving breads (Chapter 30)

NOTES:

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*Indicates chapter number reference in *Food Production, Management and Services Reference Book.*

Lab #12

Lab Objectives: To acquaint students with buffet service
To familiarize students with dessert presentation

Sample Menu:

Dessert Bar: Cakes
Iced Tea/Hot Tea
Coffee/Milk

Dessert Bar: White cake with fudge frosting, yellow cake with butter cream frosting, chocolate cake with boiled frosting, gingerbread with lemon sauce

Focus on Nutrition: The role of desserts in the diet (Chapter 14)*

Safety and Sanitation: Preparing and serving hot beverages (Chapter 21)

Equipment Use and Operation Skills:
Mixer (Chapter 16)
Cake pans (Chapter 18)
Spatula (Chapter 9)
Candy thermometer (Chapters 18, 32)

Food Preparation Techniques:
Types of flours (Chapter 30)
Preparing shortened cakes (Chapter 32)
Preparing major types of frostings (Chapter 32)
Preparing beverages (Chapter 21)

Foodservice Techniques:
Type of service: buffet (Chapter 7)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #13

Lab Objectives: To familiarize students with dessert presentation

Sample Menu:

Dessert Bar: Pies Iced Tea/Hot Tea/Coffee/Milk

Focus on Nutrition: The role of desserts in the diet (Chapter 14)*

Safety and Sanitation: Preparing and serving hot beverages (Chapter 21)

Equipment Use and Operation Skills:

Electric mixer with pastry blade (Chapter 16)
Pie pans (Chapter 33)
Pastry tools (Chapter 26)

Food Preparation Techniques:

Pies (Chapter 33) – single crust
double crust
graham cracker crusts
fruit
custard
cream pies

Foodservice Techniques:

Type of service: buffet (Chapter 7)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #14

Lab Objectives: To introduce students to meat cookery
To familiarize students with preparing yeast breads

Sample Menu:

Baked Cod Fillets
Baked Chicken Breasts
Mashed Potatoes
Curried Rice
Peas and Carrots/Spanish Green Beans
Corn O'Brien
Gelatin Salad/Cottage Cheese Pear Salad
Cloverleaf Rolls/Butterflake Fans/Crescent Rolls

Focus on Nutrition: Baking vs. frying – calories, cholesterol (Chapter 14)*

Safety and Sanitation: Handling and storing poultry (Chapter 26)
Handling and storing fish (Chapter 26)

Equipment Use and Operation Skills:
Rolling pin (Chapter 18)
Electric mixer and dough hook (Chapter 16)
Electric mixer and flat beater (Chapter 16)

Food Preparation Techniques:
Making yeast breads (Chapter 30)
Vegetable combinations (Chapter 28)
Baked meats (Chapter 26)
Selection of fish (Chapter 26)

Foodservice Techniques:
Type of service: cafeteria (Chapter 7)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #15

Lab Objectives:
To acquaint students with preparing types of appetizers
To familiarize students with preparing types of pastries
To introduce students to types of cold sauces

Sample Menu:

Breaded Shrimp/Chicken Bits/Steak Fingers
Tartar Sauce/Cocktail Sauce/Ranch Dressing
Onion Rings/French-fried Potato Wedges/
Fried Cheese Sticks
Stuffed Mushroom Caps/Crudité
Tarts/Turnovers/Fried Pies

Focus on Nutrition:
Convenience foods (Chapters 20, 22, 26, 33)*
Fats in the diet (Chapter 14)

Safety and Sanitation:
Deep fat frying (Chapter 16)
Holding and storing appetizers (Chapter 22)

Equipment Use and Operation Skills:
Deep fat fryer (Chapter 16)
Microwave oven (Chapter 16)

Food Preparation Techniques:
Using frozen foods (Chapter 22)
Quantity production (Chapter 33)
Pastry dough (Chapter 33)
Preparing cold sauces (Chapter 23)

Foodservice Techniques:
Type of service: buffet (Chapter 7)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #16

Lab Objectives: To simulate a full-service cafeteria
To acquaint students with the concept of timing when preparing a variety of foods

Sample Menu:

Swiss Steak and Rice
Spaghetti and Meat Sauce
Parkerhouse Rolls
Tossed Salad
Iced Water/Iced Tea/Coffee
Ice Cream/Sherbert

Focus on Nutrition: Protein in the diet (Chapter 14)*
Pasta and rolls as carbohydrates (Chapter 14)
Fats in the diet (Chapter 14)

Safety and Sanitation: Cleaning tabletops, countertops, and other surfaces (Chapter 12)

Equipment Use and Operation Skills:
Colander (Chapter 18)
Bakery equipment (Chapter 18)
Cold food server (Chapter 17)
Microwave (Chapter 16)
Freezer (Chapter 17)

Food Preparation Techniques:
Preparing sauces (Chapter 23)
Meat-cooking with fat (Chapter 26)
Cooking pasta (Chapter 29)
Convenience bread products-yeast rolls using frozen dough (Chapter 30)
Rice-cooking with the microwave (Chapter 29)

Foodservice Techniques:
Type of service: cafeteria (Chapters 4, 7)
More than one entree
Several pricing patterns

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #17

Lab Objectives:
To acquaint students with roasting meats
To familiarize students with preparing types of cookies
To introduce students to gravies and glazes

Sample Menu:

Roast Beef au Jus
Ham with Honey Glaze
Escalloped Potatoes
Glazed Carrots/Baked Acorn Squash
Iced Tea/Coffee/Water
Assorted Baked Cookies

Focus on Nutrition:
Nutritional needs (Chapter 14)*
Serving size – meats (Chapter 14)

Safety and Sanitation:
Time and Temperature Principle (Chapter 13)
Cutting Equipment (Chapter 16)
Holding and storing cookies (Chapter 31)

Equipment Use and Operation Skills:
Cutting equipment (Chapter 16)
Cutting tools (Chapter 16)

Food Preparation Techniques:
Roasting meats (Chapter 26)
Baking vegetables (Chapter 28)
Cookies (Chapter 31)
Gravies (Chapter 23)
Glazes (Chapter 32)

Foodservice Techniques:
Type of service: buffet (Chapter 7)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #18

Lab Objectives:
To familiarize students with types of protein
To acquaint students with preparing dried beans
To introduce students to cooking with a steamer

Sample Menu:

Fried Catfish/Pinto Beans with Ham
Corn on the Cob/Potato Dals
Cole Slaw/Wilted Greens
Corn Bread/Hush Puppies
Angel Food Cake with Fresh Fruit in Season

Focus on Nutrition: Quality of protein: beans/fish (Chapter 14)*

Safety and Sanitation:
Selection of fish (Chapter 26)
Handling and storing fish (Chapter 26)
Handling and storing salads (Chapter 26)

Equipment Use and Operation Skills:
Steamer (Chapter 16)
Deep-fat fryer (Chapter 16)
Food chopper (Chapter 16)
Food processor (Chapter 16)

Food Preparation Techniques:
Cooking dried beans (Chapter 28)
Fish cookery (Chapter 26)
Cooking fresh vegetables (Chapter 28)
Fresh fruits (Chapter 28)
Salad ingredients (Chapter 24)
Salad dressings (Chapter 24)
Breads from meal (Chapter 30)
Foam cakes (Chapter 32)

Foodservice Techniques:
Types of service: seated (Chapter 4)
American (Chapter 4)

NOTES:

*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #19

Lab Objectives:
To introduce students to preparing ethnic foods
To familiarize students with serving ethnic foods
To simulate a Mexican Buffet

Sample Menu:

Cheese Enchiladas
Beef or Chicken Tostadas/Tacos
Spanish Rice/Refried Beans
Sopapillas
Tomatillo Salsa/Pico de Gallo
Flan with Caramel Sauce
Iced Tea/Iced Water

Focus on Nutrition:
Eating habits: cultural background (Chapter 14)*

Safety and Sanitation:
Time and Temperature Principle (Chapter 13)
Cooking with hot oil (Chapter 16)
Holding and storing desserts (Chapter 31)
Holding leftovers (Chapter 13)

Equipment Use and Operation Skills:
Steamer (Chapter 16)
Food processor (Chapter 16)
Blender (Chapter 16)
Deep-fat fryer (Chapter 16)

Food Preparation Techniques:
Seasonings (Chapter 20)
Cheese cookery (Chapter 27)
Tomato sauces (Chapter 23)
Custards (Chapter 31)
Sweet sauces (Chapter 23)

Foodservice Techniques:
Type of service: buffet (Chapter 4)

NOTES:

*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #20

Lab Objectives: To introduce students to preparing ethnic foods
To familiarize students with serving ethnic foods

Sample Menu:

Spring Rolls
Sweet and Sour Chicken
Beef Chop Suey
Steamed Rice/Noodles
Egg Drop Soup
Vegetable Egg Rolls
Hot Tea
Fortune Cookies/Almond Cookies

Focus on Nutrition: Eating habits: cultural background (Chapter 14)*

Safety and Sanitation: Cooking with chicken and beef (Chapter 26)
Cooking with eggs (Chapter 27)
Handling and storing poultry and meat (Chapter 26)
Handling and storing eggs and egg dishes (Chapter 27)
Handling and storing soups (Chapter 23)
Cross-contamination (Chapters 12, 13)

Equipment Use and Operation Skills:
Woks/skillets (Chapter 18)

Food Preparation Techniques:
Appetizers (Chapter 22)
Stir-frying (Chapter 28)
Soups (Chapter 23)

Foodservice Techniques:
Type of service: seated (Chapter 4)
Serving hot tea (Chapter 21)

NOTES:

*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

Lab #21

Lab Objectives: To introduce students to cake decorating techniques
To review cutting cakes
To review serving cakes

Sample Menu:

Cake Decorating

Focus on Nutrition: Carbohydrates in the diet: sugar (Chapter 14)*

Safety and Sanitation: Cooking frostings (Chapter 32)

Equipment Use and Operation Skills:
Electric mixer (Chapter 16)
Cake decorating equipment (Chapter 32)
- spatula
- decorating bag
- designing tips
- tubes
- flower nail/icing nail

Food Preparation Techniques:
Cooked and uncooked frosting (Chapter 32)

Foodservice Techniques:
Cutting cakes (Chapter 32)
Serving cakes (Chapter 32)

NOTES:

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*Indicates chapter number reference in *Food Production, Management, and Services Reference Book.*

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EFF-089 (1/2003)